

CHILD-WELFARE MAGAZINE

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President's Desk

Our Problem—Our Opportunity to Prevent

Five hundred million dollars are invested in prisons.

Two hundred million is spent on maintenance.

Eighty thousand people are arrested annually.

Six billion dollars is spent on crime each year, yet only eleven per cent. of crimes reported are punished.

Nine tenths of criminals are boys or men.

Over 65,000 laws enacted since 1913.

Violation of most of them is punishable by imprisonment.

Traced back to their beginnings, the majority of these menaces to society could have been set on the upward road. Children are all amenable to good influence.

Isn't it the business of every local organization in the National Congress of Mothers and Parent-Teacher Associations to see that help of the right kind is given to every child and youth? No other organization can do this as well as the Congress of Mothers, because no other organization is so closely allied with the 20 million children enlisted in the public school system.

Each Mothers' Circle and Parent-Teacher Association should be a guardian of childhood for all within its vicinity. Children do bad things, but children are not bad. Repeated doing of bad things is what makes the criminal.

It is our privilege and our greatest opportunity for service to know the young people who need better care and friendly guidance and to see that they have it. Good is contagious as well as evil. Cooperate with teachers in going after the sheep that goes astray. "Even so it is not the will of your Father which is in heaven, that one of these little ones should perish."

How to Use Plays in Public Health Education

The National Tuberculosis Association, 381 Fourth Ave., New York City, has found the use of playlets so valuable for Health Education that it has published fifteen plays.

The price is one cent per copy and one cent for postage. At this price anyone can secure enough to give each character a copy. For the Child-Hygiene Departments in local Parent-Teacher Associations nothing could be better than to use these playlets for entertainments that would interest both parents and children and which would have much needed lessons given in an interesting way. Those who desire to secure a circular giving the titles and description of plays can do so by writing to the address given above.

The Health Chart published by the Camp Fire Girls published on another page may be used in the home with great benefit.

Government Helps to Parents and Children

Send for Thrift Leaflets, published by U. S. Department of Agriculture and Treasury Department. Twenty of them have been issued. "Teaching Thrift to Your Children" is one of them. All of them are valuable to all the people. High cost of living can only be met by careful, well-planned expenditure. Housekeepers hold the purse and control the situation. It is within their power to save or to spend all.

Orphans of Armenia

Three hundred thousand Armenian orphans will die unless American women share the responsibility of saving their lives. Hon. James W. Gerard in the preface of an interesting book on "The Armenians in America," by M. Vartan Malcom, published by the Pilgrim Press, Boston, makes an earnest plea for a Christian nation which for many centuries has been persecuted and massacred, but has never yielded its Christian principles and faith. The American Committee for Relief in the Near East, 1 Madison Ave., New York, has issued a new bulletin of conditions. Send for the Orphan Number. "America is the only hope of these children of pathetic tragedy, and America must not fail in this dark crisis. Immediate response imperative, as destructive forces are alert and deadly," says a cablegram from Constantinople.

"It will cost \$180 to save the life of one child for one year. Will the National Congress of Mothers and Parent-Teacher Associations save the lives of some of these little children?" is the question asked by the American Committee.

The wars of Europe are not over. Pillage, slaughter, and starvation prevail. No nation has been subjected to the systematic slaughter of women and children as has Armenia. A million of her people have been the victims.

These smaller nations have had the least help. Until normal conditions prevail, women cannot desert their posts as helpers. They made a wonderful record, but the greatest work lies ahead. Mother love must encircle the children of the world. Armenia's call must not be in vain.

Standards of Child Welfare. A Report of the Children's Bureau Conferences, May and June, 1919

One of the most valuable services to mothers and children and the world was conceived by the Children's Bureau in calling the conference of men and women who had done special child-welfare work and helps to mothers in different countries to consider what should be a nation's standards of child-welfare.

The report of this conference has just been published. It took place simultaneously with the annual convention of National Congress of Mothers and Parent-Teacher Associations in Kansas City, thus depriving our leaders from participation. All who are working for children should read this report, so full of suggestions.

Year Book National Congress of Mothers and Parent-Teacher Associations for 1919-1920

The new Year Book will be sent free to the president and treasurer of every local organization in membership whose name is on our lists.

It contains lists of all organizations. If yours is not included it is because no reply was sent to the request for lists.

The requests come often from Government Departments for lists of our members in order that publications of interest may be mailed to them. Nothing is more important than to have a complete up-to-date list in the National Office. The Year Book contains information that every local association will find useful. Members desiring copies may obtain them by sending order to National Congress of Mothers and Parent-Teacher Associations, 1314 Massachusetts Ave., Washington, D. C.

Program for Celebration of Child-Welfare Day

Mrs. David O. Mears announces that a program for Child-Welfare Day will be published in the November MAGAZINE, which will give ample time for preparation for an elaborate celebration of the day.

In making up the year's program be sure to remember the National birthday, February 17.

The Bible

Daniel Webster, in one of the greatest orations ever delivered on this continent, his address at the completion of the Bunker Hill Monument, June 17, 1843, in the presence of 50,000 people, near the close of the oration, after a masterly review of the potential elements of our national life, and prosperity, and marvelous progress, and following a striking tribute to the virtue and heroic patriotism of the Revolutionary fathers, said:

"They (the American Colonists) brought with them a full portion of all the riches of the past, in science, in art, in morals, religion and literature. The Bible came with them. And it is not to be doubted, that to the free and universal reading

of the Bible, in that age, men were much indebted for right views of civil liberty."

Continuing, Mr. Webster said:

"The Bible is a book of faith, and a book of doctrine, and a book of morals, and a book of religion, of special revelation from God; but it is also a book which teaches man his own individual responsibility, his own dignity, and his equality with his fellowmen."

In a work, it establishes man's relation to his fellow men and his relation to God.

A Sunday School is primarily a school or an organization whose chief business, is, or should be, to study the Bible. Would not more Bible study be given for us as a people and as individuals?

Immediate Obedience

By LYNN DAVIS HICKS

WHAT WOULD YOU HAVE DONE?

What would you have done with this mother's problem?

Georgie was three in years, but much more in matter of mind, it seemed to his mother. Georgie balked at commands. With never an exception, a command brought a point blank refusal, maintained through any amount of punishment. But Georgie was responsiveness itself when the matter was put to him to decide.

"Put your toys away now, Georgie!" transformed Georgie into a statue of refusal. He would either go on playing or get up and walk away.

"Will you put your toys away now, Georgie?" made Georgie so anxious to put them away that he couldn't do it fast enough.

"But I think he should obey me as well as be willing to oblige me," his mother worried, "and I've got to find a way to make him do it."

Georgie's case seems unusual only because it is extreme. A resentment at commands is not uncommon, especially if the commands are unreasonable, arbitrary or seemingly so. It remains with a child's adults whether he is to grow up with the wrong attitude toward authority. Of course, the first authority with which he meets is that of his parents or his nurse. If he sees that this is a matter of the personal feelings of the parents or of the nurse with no reason or justice behind it, he is going to rebel, and in his impressionable mind will be planted the feeling that commands are the effort of the other person to make "me do what he wants me to do, whether I want to or not, and I'm not going to do it if I don't want to. Of course when a great big person tells me to, I'll get whipped or hurt if I won't!" Naturally, if the child has the right kind of stuff in him—the kind that parents are proud of and boast about in their children—he's going to stick out in his defiance, whippings, punishments or not! Of course no child argues it out in those words, but such are his feelings. He sees no reason why *he*, the person most concerned, should do what he doesn't want to do simply because that other person wants him to and unless he's a coward in spirit, he's not going to do it!

Until!—Until he sees some reason why he should! To a child like Georgie, with his admirable courage, the fear of punishment is no reason, and he'll hold out against it. His mind of three cannot discern any other reason till it's pointed out to him. He can't create his own idea of the superior wisdom of that other person, because he's human—splendidly so—and hence believes that his way is best until

he's shown that it isn't. And then, the other idea that makes commands valid, whether we believe in the superior knowledge of their giver or not, is courtesy. So, most any child is going to hold out against commands until he has learned fear of the consequences of disobedience, or confidence in the wisdom of those who give them, or a courtesy and deference to the wishes of others.

As to the first point, no true parent wants to train a child to such cowardice even though it mean the absolute and immediate obedience that is so gratifying to certain natures. It is possible to get this obedience without killing courage. It is a little more trouble perhaps and takes longer, but it has, besides the obedience, deep and rich results. It is the establishing in the child's mind a feeling of perfect confidence in the love and the wisdom of his parents. Commands that are given in nervous irritation, or hastily with no understanding of a child's motives in what he is doing, or in anger are not going to establish that confidence. It is only a child's desire for this confidence as well as the natural inquisitiveness of a young mind that makes him push the often exasperating "Why?" before he will comply. I have often heard this "Why?" answered with "Because I tell you to!" That arouses only resentment until the child has learned to trust his parents orders, and he can't learn to trust them until he has repeatedly been shown the wisdom of them. So answer his "Why's?" *If you can!* Tell him why he must not play in the street; tell him why he must not lean out of the windows; tell him why he must not damage his neighbor's property, nor his own either; tell him why he must be clean when he comes to the table, why he must have his little duties and attend to them, why he must get his lessons, and all the other million things that come up. Take the time to make him realize—whether by little stories of true accidents or by quiet talks—to realize that you don't stop his playing in the street or on the roof of the house or with fire or in malarial swamps, and you don't deny him green fruit because you hate him and want to be mean to him. Let your child see that there is a reason that will appeal to his own good sense behind your every command—and then, that once established your immediate obedience is an easier matter. He trusts you, he feels that you see a reason which he can't see now, perhaps but which he will see as soon as he can ask you about it, or when he's older. It is very useful in establishing this trust, to let the child see himself in the position of the older person. I

once heard a mother argue thus with her disobedient little girl.

"This morning, I heard you tell little brother not to put dirt in his mouth. Why did you tell him that?"

"Tause it would make him sick."

"But he didn't know it would make him sick, did he?"

"No, tause he's such a little baby."

"But you knew it, didn't you, cause you're older than he is?"

"Me's four; he's only one and a half."

"Well, who's older? You or I?"

She was beginning to see. The little head went down. "You is."

"Well don't you think that when I tell you not to do things it's because I'm older and larger than you and know that things will hurt you or make you sick—just as you did little brother?"

It cleared the whole matter up to the child!

We all know, however, that not every command can be satisfactorily explained to a child, because not every command is given with an idea of the child's good or of anyone's else good. There is nothing back of them but injustice or temper or selfishness. Can you explain such to children in a way to make them have a respect for authority? Children sense this injustice as quickly as you would and they resent it as you would.

There are times, however, when compliance with a command is necessary but when there is no real reason behind it. There is no real moral reason why a child should not hammer or whistle or blow his horn or beat his drum or play in the streets or do lots of other things. But because he is a social being in a world where one rule of conduct is consideration for others, he must learn that courtesy and kindness is the "why" for obedience to many commands. But here comes to mind a wise mother who once

said to me that she *never* gave a command if there was any other way of getting the thing done. She said that she did not want to develop a spirit of rebellion in her children nor in any degree lessen their power of free will. She wanted them to do things because it was right or kind or polite to do them, not because they were ordered to do them. Georgie of our text is such a splendid example. The courtesy, innate in him, but which must be taught to some, was a real law with him, but we feel no doubt that painstaking explanation to a child like Georgie would develop in him that confidence which would bring immediate obedience to his mother's commands, provided they were given when necessary, and not arbitrarily "to get him in the habit of minding whether there is any sense in them or not," as I once heard a mother say in defending some senseless commands she gave.

But we also have to face the fact that human nature sometimes feels just cantankerous. Children, as well as grown people, have moments when they just want to be bad and not do what anybody wants them to and would rather be run over than do what was ordered. Then, of course, punishment is in order, and I know of none so effective as to make the child continue what he refuses to stop even after he wants to stop. If he wouldn't come when he was called, send him back when he does come; if he will not get up when called, tell him that since he wants to stay in bed he may stay all day and see how quickly he wants to get up; and so on where this is possible or not injurious.

The conclusions to which a child comes when he receives command after command that are not enforced is obvious. "She don't mean it!" is what they say to themselves. Can we blame them?

Can we blame *them* for much of it?

Problems of Motherhood

By DR. MARY SHERWOOD

The school of hygiene and public health of the Johns Hopkins University in this first year of its work has included in its program public lectures of great interest and value, but of these none have been of more fundamental importance than those announced for Thursdays in April, by Prof. J. Whitridge Williams on Some of the Problems of Human Reproduction.

Added interest is given to this course of lectures because in the near future Prof. Williams will organize in the Johns Hopkins Medical School a great clinic for women that will mark a distinct epoch not only in the history of preventive medicine but in the evolution of medical research and education in the United States.

At the Commemoration exercises of the Johns Hopkins University on February 22 it was announced that an unknown donor had given \$400,000 for purpose of erecting a building for a woman's clinic at the Johns Hopkins Hospital.

This furnishes the realization of the long cherished hopes of those who have watched through many years the slow growth of the movement toward better care for mothers. In the development of the Johns Hopkins Hospital it seemed that all other possible groups had been served. Special provision had been made for medicine, surgery, pediatrics, genito-urinary surgery and psychiatry and now finally to these notable centers the trustees are enabled to add a

great woman's clinic which will furnish not only complete facilities for the most modern treatment of diseases peculiar to women and for the adequate care of women in child-birth, but will undoubtedly make ample provision for scientific research into problems bearing upon the reproductive life of women.

The need for such a clinic is demonstrated by the facts in a report of the Children's Bureau on Maternal Mortality from all conditions connected with Childbirth, by Grace L. Meigs, M.D. She states that it is estimated that in 1913 in this country, at least 15,000 women died from conditions caused by childbirth, the majority of these deaths occurring from causes that are to a great extent preventable or curable. Moreover the death rates from childbirth and from child-bed-fever for the registration area of this country apparently are not falling to any great extent although the past decade has seen a steady reduction in death rates from certain other preventable diseases such as typhoid, diphtheria and tuberculosis. The report states that the low standards of care for women at the time of childbirth existing in this country result chiefly from two causes, first, general ignorance of the dangers connected with childbirth and of the need for proper hygiene and skilled care in order to prevent them, and, second, difficulty in the provision of adequate care due to special problems characteristic of this country. Improvement will come about only through a general realization of the necessity for better care at childbirth. If women demand better care, physicians will provide it, medical colleges will furnish better training in obstetrics, and communities will realize the vital importance of community measures to insure good care for all classes of women.

Dr. Wm. T. Howard in a recent study of the causes of death in children under five years of

age, shows that of the total deaths for the year 1917, in Baltimore 21.5 per cent. were in children under five and that 15.69 per cent. of the whole were under one year. He shows further that congenital debility and premature birth were responsible for 24.3 per cent. of the deaths in the first year of life. "It is evident," he states, "that the reduction of the mortality from above causes is to be sought in improving prenatal care along the line of instruction of mothers and improved obstetrical and nursing care of mothers during and after confinement." He holds that of the 15,000 annual deliveries in Baltimore at least 2,500, or one sixth the mothers are either unable to obtain or do not obtain efficient nursing care. The fate of the baby is often determined long before birth. Knowledge, intelligence and relief from economic strain of the prospective mother are most potent factors in preserving unbroken the chain of life. The recent examination of soldiers for the army showed that a very large percentage of boys were found to be victims of defects which might have been avoided or remedied in prenatal or early life if parents and the state had been sufficiently intelligent. If young women are to perform their high part in the rehabilitation of the world, more perfect generations must be born and reared, greater intelligence must be exercised in their begetting and their upbringing. It is certain that women and the public at large are ready to face the facts and to combat more resolutely than ever before the causes of needless deaths of mothers, the needless defects and mortality of infants.

Nothing can more greatly dignify the life of woman than the deliberate search for the knowledge which shall enable her to perform most efficiently her highest rôle in life—that of successful motherhood.

Planning a Low-cost Infant's Layette

By FLORIS CULVER THOMPSON

Are you interested in planning a wee one's wardrobe at a low cost? Do you feel that you must save on the dear little layette all that you possibly can, in order to make your payments on your liberty bonds, to give to the Red Cross, and to do the many other things the war has made necessary for us to do?

Does the increasing cost of woolen and even cotton material cause your spirit to quail when you stop to figure on what you must have for the comfortable outfitting of the tiny newcomer? If you, too, have had such misgivings, our hearts are linked in the deepest sympathy. For the experience of planning an economical layette has been ours. Perhaps you would be

interested in learning of the steps we took in making ready for the little stranger.

At the outset of our experience, we realized we had to save on the layette as much as possible and were somewhat daunted, consequently, when one of our friends, who was an exceedingly good manager, told us that we could not buy even the raw materials for the simplest sort of a layette, for less than thirty dollars! That was nearly a year ago, besides, and we all know how prices have soared since then.

Hence we were somewhat discouraged before even starting out on our quest, but we determined to do the best we could, and, out of our own interest in the problem, to keep track

of our various expenditures, so that, if possible, we might be able to disprove the statement of our friend.

In the first place, we realized that we could not have an extensive number of articles in the layette, but, instead, must plan for only the absolutely necessary articles of clothing. It was amusing to compare the lists given in books and catalogs with the advisory comments of friends. For instance, one book of excellent standing suggests eight flannel petticoats! All of the lists we saw suggested at least four silk and wool shirts. Yet several people of our acquaintance had found by experience that two shirts would serve the purpose, provided a little shirt were washed out each morning and hung on a hanger conveniently left in the bath room. The tiny silk and wool or all wool shirts are expensive and quickly outgrown.

Diaper cloth we found increasing in price. We purchased two sizes of the cotton bird's-eye material for small and medium sized diapers, and a wise flannel material for the large sized diapers. We planned that diapers of the largest size would serve as pinning blankets. On the diaper material for four dozen diapers we spent six dollars and a half.

Plain flannel bands retailed in our town at fifty cents apiece. By purchasing one half yard of material at a dollar and twenty-five cents a yard, we secured three of the torn bands of better quality than those we had looked at, that were ready made, and at a cost of sixty-three cents for three bands or twenty-one cents for one, a saving of more than one hundred per cent.

The woolen bands with shoulder straps retailed at eighty-five cents apiece and the part wool shirts at a dollar apiece. That would have made our expenditure for two shirts and two bands with straps total three dollars and seventy cents! But, fortunately, a good friend in a nearby city offered to go to a large wholesale underwear plant there, to get for us, silk and wool remnants by the pound, from which we could make the shirts and bands. She secured a remnant weighing a little over a pound for a dollar and sixty cents. This was about twice as much as we needed, hence we divided with a friend and found that the cost of the two sleeveless shirts and the two with sleeves came to one dollar and five cents. This sum included one bolt of silk binding ribbon at twenty-five cents a bolt. Think of saving two dollars and sixty-five cents on shirts alone! Nor did it take long to make the tiny garments.

The Gertrude flannel petticoats were our next concern. Ready made petticoats of good quality retailed at a dollar and twenty-five cents apiece. We decided we needed three, which would have cost three dollars and seventy-five cents. Good flannel, part-woolen, material for petticoats retailed at sixty-five cents a yard. Four yards were needed for three petticoats, twenty-four

inches long. Therefore, the petticoats cost two dollars and sixty cents instead of three dollars and seventy-five cents.

Flannel for night gowns sold at thirty-five cents a yard. To make three night gowns, thirty inches long, required five yards and cost one dollar and sixty-five cents. We priced the knitted night gowns which retailed at eighty-five cents. We priced the knitted night gowns which retailed at eighty-five cents each or two dollars and fifty-five cents for three. Consequently we saved nearly a dollar by making the little night gowns.

Small kimonos, to be used as indoor wraps, we were repeatedly advised not to use, and as our heating plant kept the house at a properly uniform temperature, we decided we would not need the kimonos.

The most interesting problem of all was the little dresses. Perhaps it was an exceptional case that we were able to make over all six dresses from old dresses belonging to adult members of the family. We found fine lawn for three dresses, dimity for one, and linen for two. The material was not worn and proved worth making over. Simply made, trimmed with cross stitching, tiny tatting, feather stitching, or dainty bits of embroidery, the little dresses when completed put forth an attractive appearance. We had to disburse with only forty-five cents altogether for the dresses, that sum being spent on small buttons and various kinds of thread. Six hand-made dresses of good quality we could not have purchased for less than fifteen dollars and perhaps the cost would have been greater.

Instead of using woolen stockings which we found retailed at sixty cents a pair, we knitted long booties, knee length. The yarn for three pairs of booties came to about ninety cents, half of what the three pairs of stockings would have cost.

The little cap and thumbless mittens were also knitted at a low cost.

The Baby Bunting wrap we made of eider-down, trimmed with satin bands and fastened with big white pearl buttons. This proved a comparatively expensive garment, the materials and pattern costing two dollars and seventy-five cents. Of course, to have purchased a Baby Bunting wrap, ready made, would have cost about five dollars.

At a sale we procured two soft flannel shawls for twenty-five cents each.

From the number of articles listed above it is obvious that the infant's laundry work would have to be done each day. Otherwise, a greater number of garments would be necessary. But we felt, since the child is destined to grow and soon to outgrow the clothing prepared for it, that the simplest solution to the problem of planning an economical layette, was to have fewer garments and to do the baby's washings each morning.

Let us briefly summarize by listing the foregoing:

Article	Number	Cost
Shirts	2	\$1.05
Bands with straps	2	
Torn bands.....	3	.63
Diapers.....	48	6.50
Flannel petticoats	3	2.60
Nightgowns.....	3	1.65
Dresses.....	6	.45
Long booties....	3 pair	.90
Cap.....	1	.25
Mittens.....	1 pair	
Baby bunting.....	1	2.75
Soft shawls.....	2	.50
Total		\$17.28

Most of the prices given above for ready made garments are quoted for machine made articles. If we were to purchase a hand made layette

even so simple as the one discussed, the cost would be considerably more than stated for the machine made articles. Does it not seem that the charm of the wee one's wardrobe lies not in its fancy frills and decorative trimmings but rather in the exquisiteness of the handwork and in its simplicity of design! Hence we are willing to spend joyful hours in happy preparation of the outfit, nor do we feel that our time has been poorly spent.

Now you know exactly how we planned our layette at an expenditure of seventeen dollars and twenty-eight cents. To be sure, prices vary according to the locality, and vary, in fact, almost from week to week. Therefore your experience in planning a layette could be hardly parallel to that of ours, and yet, some of our suggestions may be of a little help to you. At any rate, we may all be glad to learn that we do not have to spend thirty dollars for only the materials for a simple layette

The Kindergarten is the Connecting Link between the Home and the School

By FLORENCE A. PARDEE

Coöperation between kindergarten and home may sound rather formidable, but it really is just thinking over what your precious four-year-old is doing every day in his new environment. He is no longer a baby, but a boy. Are you helping or hindering him in his effort to establish his own identity among thirty other little folks, and to live happily with them?

Perhaps he has never played with children and is diffident or masterful. In the little social world of the kindergarten he finds that each child has rights—a right to skip or play ball, for instance, and that every child has a turn and he must wait for his sometimes.

Orderly ways are learned here. His hat and coat (with sleeves right side out) must be hung on his own low hook. Have one at home for his special use. Putting on and taking off rubbers is another way to self-help which mother as well as kindergartner may foster. Toys, blocks and scrapbooks used during free play periods in kindergarten must be put back where they were taken from. Cultivate this habit; it is a good one.

Our days always begin happily, with friendly greetings, songs, lovely music or stories and pictures. A "grown-up" calendar this year says: "Be pleasant every morning until ten o'clock; the rest of the day will take care of itself."

Help the child's memory and vocabulary by encouraging him to repeat the kindergarten songs and stories. Then sing or tell him a new one. In the brisk marching and games of the kindergarten the natural impulse to be anything,

from a horse to an airship, is gratified. Help to develop the imagination and imitative faculty in this way at home sometimes. Help us answer the endless questions which it is the child's right to have answered.

A promise for good or evil must always be kept, so please don't threaten to give him to the policeman, who is the child's best friend when he is lost.

So often a bit of neat pasting, good paper folding, a crayon sketch or cut-out picture done in kindergarten is quite ignored by the busy mother. Could you have seen the absorbed interest, the screwed-up mouth or the twisting tongue necessary for a small person to accomplish this real work for your pleasure, surely you would have given praise where it was due. Besides, the training of eye and hand is invaluable, and should be encouraged in every possible way.

Above all, visit the kindergarten without waiting for Christmas invitations. Compare notes with the kindergartner, and you may be surprised at the dual nature your boy presents, and the help it will be to see him from another angle.

For the mother who lives in a neighborhood without a public kindergarten, there is this message. Try to get all the mothers in your vicinity to petition the school board for one. Interest influential men and women of the community in your plans. Write to the United States Bureau of Education for a petition form and leaflets.

Plan systematic occupations for the children and sit by and work with them daily. Play games yourself with them and invite other

children to come and join in. Take walks and enjoy the great out-of-door school at all times of the year.

"A Child in the House"

By MRS. H. H. HARDMAN

My native county, which is the smallest in the state, paid a heavy toll in enlisted and drafted men during the war, but it seems to have drawn everybody closer together than anything else possibly could, so that each one seems to be doing something for those less fortunate than himself. And when the news came of the first death "over there," it seemed to remove the last barrier which had existed between rich and poor, wise and simple. Aside from personal work which each one was doing for the Red Cross, Y. M. C. A. and other relief, for women and children, a new problem suddenly confronted our county: there were several orphan children who were left destitute when their brothers, who had been caring for them, were called to the colors. Each would have a small allotment, but it would be slow and uncertain about coming, and there was no one to become responsible for a home for them and no one to look out for their education or moral development.

It did not seem advisable to place them in public institutions, and with the high cost of living and of clothing, the allotment would not cover the expense of boarding them in private families. Every one seemed to be doing all he could do and the position of these children was becoming tragic.

The county agent came to me and asked me to take into my home, a young girl twelve years old, whose brother was one of our first drafted men to leave our county. The conditions were pathetic, from the fact that she was one of ten children, the youngest of whom was born six months after the death of the father. The brother who had gone to war, was a half-brother to the ten. He had done everything he could for his little half-brothers and sisters, but the allotment from the pay of a private would not go far in caring for them.

It had never entered my head that I could take a child into our childless home, but, at the urgent request of Miss Huett, I consented to visit the young soldiers' half-orphaned brothers and sisters.

My first look at the child whom I was asked to take, showed me that she was suffering from lack of proper nourishment and it gave me a pang when I thought of our Jersey cows and the pails of milk which were brought in each day! Upon questioning, I found that she had only gained four pounds in the previous twelve months.

Upon my return home I discussed the matter

with my family, but they left it entirely to me to decide. My husband had been in poor health for several years following an operation, and during that time I had had the management of a large place in my hands and all the cares incident to looking after help, looking to the financial end of things, and seeing to it that the people on the place were comfortable. During that night I bravely tried to feel that I already had all that one woman could reasonably be expected to do and many times I decided that I could not take another responsibility upon my already burdened shoulders; but each time I made my mind up to that, the face of the soldier half-brother came before me standing, with gun in hand, braced, to perhaps keep a horde of Huns from devastating our beautiful home.

The next morning I notified the agent that I would take the child for a time, at least, and the following day she came to me, in a pitiful little outfit, which had been gotten together so she would present a half-good appearance in going into her new home. I had the agent take her to the dentist and the hairdresser, for a shampoo, before she brought her to me.

That night when she got into the bath tub, for the first time in her life, she confided to me that she had always thought how nice it would be, if she could some time have a waist and skirt made from the same material! Do you wonder that tears sprang to my eyes?

This little sister of a soldier gained two pounds the first week she was with us, two pounds the second week, and three the third week. After that her gain was slower, but in six months she had attained the normal weight for a child of her age. She does good school work and when she "spelled the school down" we were as proud of her as though she really belonged to us.

I know that there are many women in this country who would gladly take a child into their home, if the matter was brought to their attention, as it was to mine. They may have thought about it, in a vague way, but when they really know about some particular child who needs proper food and a comfortable place to sleep, they will feel, as I did, that the call had come to me personally.

We feel that the soldier fought better, because he knew that she was being cared for properly and we have decided that when he comes home from the army, he will have all he can attend to, to look after the other nine!

Jackie Roosa's Cent For Recess

What the Mothers and Teachers are Doing in Mid-West to get the School-Boy and School-Girl the Most for the Cent

By FELIX J. KOCH

Once upon a time,—no, we won't become personal, so we'll say just twenty to thirty years ago,—you and I, reader-friend, were in the shoes of J. Perceval Roosa.

J. Perceval Roosa,—“Jack” Roosa everyone called him,—was the dear little “shaver” who, given a penny for recess, slipped out the school-yard gate to the “candy-store” of blessed memory, and bought with this a bright green “all-day-sucker,” or a bar of the melting, dripping “hokey-pokey,” and then, having still

instead of having Jack come home to a meal prepared by the servant, she well knew he could do far better, all aside from the family saving money, by taking the meal,—yes, an entire meal, please mark you,—at school!

As with this lad, so with no end of others—and thereby rests the story of the wholly altruistic penny luncheon association which operates these marvelous luncheons for a cent—these five-cent dinners—in the Cincinnati schools. The head of the movement is Mrs. Fred.



WIENERS FOR LUNCH INSTEAD OF THIS.

a penny from some week-end previous, combined these with a dill-pickle from a jar never covered by the slovenly keepers beside.

Even as he did so, his sister was buying pretzels from a basket exposed by the peddler the long day through, as he visited nearby homes, pending the recess-time.

Again, though, once upon a time,—just the other day, this was,—“Jackie Roosa, Junior,” son of the aforesaid, left for public-school. His mother gave him not only a penny, but a nickel also; for she was going out for lunch and,

Johnson, a wealthy woman of the city, who has adopted the work as her especial “bit.”

“When we decide to open a penny-lunch system in a school,” Mrs. Johnson explained, as she led to where a group of children were enjoying, “we have a rally in the school-house which very, very soon becomes a series of outbursts of enthusiasm over the advantages in sight. Principals and teachers need no long arguments to be convinced that nothing conduces so much to good scholarship as having the pupils properly fed. They know, too, that it’s an axiom, old as

the hills, that there is 'nothing like actually eating with people to become really acquainted with them'; and eating with people,—even very, very young people,—five days of each week, very, very soon develops the *cameraderie* of one great family!

"On the other hand, the mothers, who are bidden to this meeting of principal and teachers, too, need little urging to be shown that unwholesome 'penny tit-bits,'—the kinds of things children are wont to buy with the cents they may get, are nowhere near so fit for them as especially-chosen, clean, wholesome food.

"The result of just that first meeting, almost always, is the organization of a penny-lunch system in that school.

"The city board of education provides the room,—the actual preparations for the luncheons. The sense of the organization meeting being that a penny lunch room is desirable and this fact being communicated to the board, its agents put in hot and cold running-water and most modern type sink. A stove goes into one corner; the room is freshly whitewashed, and made spick and span otherwise; the lunch-room, in short, stands prepared.

"It is the sense of the board, however, that coöperative work along such lines is always productive of better results than where the city alone may supply everything, and so the newly formed organization is called on to provide,—as was explained at the start,—the \$200 odd dollars additional needed to complete matters here. A fair, an entertainment, donations, loans until the penny lunches might reimburse,—any other reasonable means may be employed. Possibly a slightly better stove than that which the school board puts in will be wanted; probably they will purchase a fireless cooker; whatsoever, there must be tables; dishes, knives and forks; certain platters and the like, of a white granite-ware; other items for as nearby perfect a pantry as possible; and, above all, a high-grade bread-cutter.

"This material chosen by a committee of mothers and teachers, under guidance, usually, of the association itself, a matron is secured; preferably from among the women of the neighborhood. This woman is paid five or six dollars a week for her work. Where we can, we secure some widow with one or more children; not only because the poor woman can use the help to good advantage, but also because she has more patience with children than a 'single woman' might have. Whatsoever the women must hold the recommendation of the school's mothers' club, and this must be approved by both the head of our organization and by the superintendent of schools—before she may take the place; this to prevent the foisting of any improper party upon the children here.

"Matron having taken charge; room been opened, wares, materials for the preparation all in hand, the association gets in touch with the

food-purveyors. Far as possible, we try to keep the money in the district itself, and so, among the first, we get in touch with the nearby bakers. We arrange to distribute our patronage among these; we divide all purchases thus; providing that, since we buy in wholesale quantities, they grant us wholesale price. Just what such arrangement may mean to a baker, over and above all the advertisement secured by the having his name proclaimed over and over before all local mothers and by the children, who come to know whence the wares come, it is interesting to recall. An average large school will have at least 900 pupils now, here; and on that basis we are almost certain to get 500 'in,' every school-day, to lunch. For average, we may safely say that every one of those 500 children will get a piece of bread and 'wiener' sausage, or its equivalent.

"Come now, though, the opening 'luncheon.'

"Boys and girls,—principal and teachers and mothers, to fess up to it,—have been looking forward to this memorable day with keenest anticipation and pleasure. Hardly a boy or girl in the school, chances are, but hasn't at least a penny that day; some will have three, four or five, and, with usual child generosity, share purchases with their neighbors.

"Luncheon-time comes,—the doors fall back, the matron, for the opening-day, is in Sunday best"—a room, spick and span, greets them. Only, we rather fear, eyes don't travel so much to matron, room, tables, things of that type, but rather to the viands. For the opening lunch we prescribe a substantial, red-hot 'wiener'; for where's there the child doesn't like sausages, or else hot-meat sandwiches? As a test, we provide 200 sandwiches, selling these at a cent apiece. Almost invariably they are gone forthwith! This brings home the homely lesson to other boys and girls, unable to buy before the supply was gone, that things at the penny-luncheon must be 'pretty good,' that they sell out, already first day; and they resolve to patronize,—and patronize early,—in turn.

"But we haven't simply the meat, or the 'wieners,' that day. There are hot beans, in appetizing cones, for one cent. We make ready to sell sixty of such.

"Then there are sweet-cakes. According to variety, we sell two to three for a cent, for we buy these by the box.

"Then we have a goodly supply of graham crackers, which also help out toward the end, for you *do* hate to disappoint even little laggards, who've delayed the coming to buy; and to like ends we put in a liberal supply of peanut-butter, for the strewing into sandwiches when all else runs out.

"The luncheon-hour is at ten in the morning—recess, that is to say—and we fear it can't come any too soon with many a youngster. All children wishing to buy things form into

lines and these travel, child-wise, to the lunch-rooms; with teachers at all landings to guide.

"But no fear of Jackie Roosa squandering every penny on one big 'gorge,' which will cause only sickness here!

"Arrived at the school-room, the children find, each day, a delegation of mothers, the ladies taking turns in shifts here; so that attendance is never burdensome; not alone to wait on them; but keep weather-eye 'round. There is one group on each Monday; another group every Tuesday; and so on, through the week; and each rather vies with the rest in its speed and its vigilance. Each lady has her substitutes, on whom she can call should she needs fail a given day; and substitutes in addition are always kept ready.

"The Penny-Lunch Association is, of course, not run for profit, and the little ones, even, are made to realize this, in that we substantially do not touch the child's penny in his presence. Out in the hall,—*outside* the lunch-room, mind you,—there is a 'change-table'; where, in turn, the ladies 'make change,' and the children themselves then bring the coppers into the room. There they drop, in turn, a penny in a white granite-cup to such end, and the ring of this is permission to take the *one* thing they will. Each new purchase, naturally, another penny. The system is, of course, the familiar 'self-serve,' or cafeteria, style.

"Unless, as suggested, we see a child really gorging, we set no limit to what a lad can buy; but we furnish and encourage the substantial. Of course, too much moral suasion can't be used; otherwise the child will go to corner-grocery and the like after this, and purchase cheap, noxious candy!

"Helping us, however, is the fact that, once a week, there is a little health-talk given in the schools; this by the principal, or more often, the district physician; and, without least direct mention of the penny-lunch to come, these speakers emphasize the health-values of certain foods; or, contrariwise, the ills in certain others.

"As the children complete their 'buy,' they file with their purchases into the school-yard, to enjoy. Each lunch-room is so arranged that there is entrance door and exit, and that pupils may file by the table-*buffet*. Time is precious to youth in a luncheon, or recess, period, and so speed is a pre-requisite to success of penny-lunch. Mothers, all others, realize this, and so it's arranged that a hundred children can be served in five to seven minutes at most! Recess is of seventeen minutes.

"Whatsoever, number of servers may be increased with need, for we insist that children do not 'bolt' their food.

"Recess over, the mothers attend to putting away the foodstuffs for the morrow; the matron attends the washing the dishes. Buying is done for next day usually by some mother on 'com-

mittee' for this; though in some schools matron and principal attend this!

"Opened thus, financing the penny-lunch is not difficult thereafter. The board of education allows the school association \$5 a week for the matron. The association gives her from 50c. to \$1 a week in addition,—by way of 'tip'—from the profits! Sell cheaply as they can, in some of the schools profits of \$10 to \$15 a week will accrue, and these are then put aside till comes need of new tools, bread-cutters, knives, things of such sort.

"The better the tools, the better the service in end; the better that, the more advertisement; and, as a result, in this city alone we now feed 5,000 children a school-day at penny-lunch!

"Special menus,—'snacks' for special days—are not taken up; as these are costly and the children really do not appreciate.

"Instead, now, at the Guilford Public School we have introduced also a five-cent dinner. This is a set meal, so to say. The children come in, sit at table, and are actually served. They signify their intention to partake as they come in of mornings and by 9 A.M. we know how many there will be at the meal. Of course the two cooks are instructed always to prepare a leverage for a few more, and, at that, we will average 100 children the meal!

"For the mere nickel we give then soup, as much bread as they wish, potatoes, a dish of say stewed pears and two cakes. The children have twenty minutes for this meal. Older girls help the cook, help to serve, and, in return, get their own meals free. Not a day in the city now but what 300 to 400 such meals are served. Behind the five-cent dinner, however, you'll note," the speaker went on, as she led to a little side-table, where we might sample, "is still the 'penny-lunch' idea,—five items for the five cents!

"Day by day, week by week, year by year,

"Day by day, week by week, year by year," our hostess went on; as she led to the window, where we might view more and ever more little folk enjoying, "we have been improving, expanding, learning 'short-cuts' to better buying, and so serving the children by so much the better in the end.

"Just for one, in the spring, in the autumn, we give a good grade of ice cream,—mind you, I say a *good* grade,—served on a Graham cracker, all for a cent!

"We believe that we make a child's penny go farther, in fact, than it does anywhere else in the city!

"What we pride ourselves most upon though," and the big cups of pennies gave mute testimony to the truth of her statement, reflecting sentiments of approving parents, now glad to give pennies to these ends to their little ones, "is what we've done *for* the children,—and, through them, their parents,—in saving health, cutting doctor bills.

"We have routed the filthy corner grocery pickle; the dirty and unwholesome pretzel;—that perennial crime against American childhood, the unspeakable 'hokey-pokey' ice cream, and the cheap, colored candies as well.

"Instead, a meal for a nickel, a hot sandwich for a penny; the knowledge that profits go

to buy him still more treats,—that his own mother stamps approval,—is routing these crimes against our children from the shelves of the late dealers; for they simply find no more call for them in the time-honored, 'next-the-school-house' stores."

DEPARTMENT OF AMERICANIZATION

MRS. JEREMIAH RHODES, *Chairman*, Pasadena, California

Every citizen is either a help or a hindrance to the country in which he lives. Every act of the citizen, whether it be for or against the government, will in time leave its impression on the citizenship. When the act is in support of the government, we may expect a nearer approach to our ideal of democracy; when the act amounts to disloyalty and a disregard of American principles and American ideals, we most assuredly shall find disruption and discontent in every corner of our land. This is our country, we can make it what we will.

There was a time when questions of national import were no concern of ours. Now we know that the government can carry through any great movement when each of us feels that he must share in the responsibility. When the Red Cross called for workers, what did we do? In every city, town and rural community we formed auxiliaries. We planned a stupendous program and carried it through with marvelous success, success not only in number of garments made and bandages rolled, but greatest of all in the saving of life and the amelioration of suffering of our blessed brave.

Now the country calls for workers to help solve this problem of the alien—the most important problem of reconstruction. What can we do? We can immediately organize our communities for action, or better still, use wherever possible the organizations which we now have—coöperating with clubs, churches, and lodges, and all similar organizations, coördinating the work in order that there may be no loss of time or energy in an overlapping of labor.

Our organization is especially interested in the child. Whatever is done for the mother is twice done for the child. Shall we not then take as our share of this great work the *mother*—not only the foreign mother but any mother who needs our help? Shall we not show her the need of education for herself as well as to her children, and all that the word *education* means nowadays. Surely there are many native American women who need the ingredients of Americanism worked into their systems fully as much as some of our foreign mothers need to learn English or how to trim a hat.

We can reach the mother not only by approaching her in her home, but also through her child and her husband. Few of us realize how important it is to give the husband a chance to learn a few of the ideals that underlie the character of the real man and proper husband. Those of us who in a state convention heard Mrs. Roderiguez make the plea for more education for the men in order that the men might learn that they must treat their wives as wives and not as slaves, were made to see how much the happiness of the family depends upon the education of the man. Many a flower will raise its head and grow into beauty and perfection if the thing which is hindering its growth be removed.

The work will be greatly reduced by dividing the territory into small blocks or districts, with a matron or committee in charge of each unit. (So much more can be accomplished by the proper individual worker.)

Begin with a survey—ascertain where the families are, who they are and what they need—all of which can be done through the schools or through your own organization. The following blank is submitted. Each community will desire to make changes suitable to its local needs. These cards will be found to be of inestimable value to the workers as a future reference, giving a history of the family from the time the work is begun until they become loyal citizens, amply able to care for themselves.

SURVEY CARD

Name and Address.....
 Nationality.....
 Church Affiliation.....
 Occupation:
 Husband.....
 Wife.....
 Children.....
 Number of Children.....
 How many of family
 Speak English.....
 Attend School.....
 What Schools.....
 Day School.....
 Afternoon Classes.....
 Night School.....

Physical Defects:

Father.....
 Mother.....
 Children.....
 Do the father and mother desire to become
 American Citizens.....
 (If so, give proper instruction as to how to
 proceed. Consult school authorities or local
 court.)
 Remarks.....
 (As to general character of home, nourishment
 of children, needs of clothing, etc.)
 Sign by

Survey Committee.

Do your schools provide afternoon classes for women and girls and evening classes for men and women? Are there any factories in your city where the employer will not give an hour a day to his workers for the purpose of attending English classes? Have you in your city one or more Home Teachers? If not, why not? If your school district will not or cannot furnish this very necessary means of educating our women then look to philanthropic individuals or organizations that will be willing to assist you until such time as the school district will provide the proper teachers and nurses. If these classes are provided, what is your association doing to increase the attendance? Are you leaving it for the school teacher? It is essentially the work of the Congress of Mothers and Parent-Teacher Association and other organizations to work up the attendance. The teacher's place is in the school room. It is impossible for the teacher to be father, mother, settlement worker and "what not" and then have any time or energy left to teach the child anything. We sometimes rob the child of what rightfully belongs to him in our effort to help him.

Does your school have the proper equipment for the teaching of cooking, sewing, laundry, first aid, agriculture, manual training, English, etc.? Yes, equipment for the teaching of English—the proper kind of textbooks, phonographs, stereopticons—will aid the teacher greatly in obtaining satisfactory results. Is the woman whom you have chosen for home teacher, home visitor or home nurse taking up the work because her heart is in it or because she desires a certain publicity or simply desires the money? Does she know how to be kind without giving offense? Can she make valuable suggestions without patronizing? Is she able to learn, while she is teaching, from those whom she is trying to help? If such a person is not to be found then the work must wait, otherwise the cause will be hindered rather than helped.

Finding a sympathetic point of contact is the first step in reaching the mother. A very easy and simple way to gain the mother's friendship is through the new baby, or a little garment for

the baby, a package of seeds for the garden, a bag of cookies for the children, a piece of hand work and many other ways will suggest themselves to the tactful and earnest worker. Much progress can be made by making friends with a leader who speaks English but who has not yet grown away from her neighborhood. She will be able to give very valuable assistance in bringing together groups of women for classes, entertainments, etc. At the many different entertainments that can be arranged for the fathers and mothers, the babies should always have a special invitation; having previously secured a tactful young woman, fond of children, to watch and amuse the little ones. The mother, left free, will be able to think and observe more closely and the hour will serve as a rest period as well. Many a poor soul needs the luxury of an hour of rest as much as too many facts to help her appreciate what the spirit of America means. On the book shelves of your library are there any books written in the language of the different nationalities in your community? Do you know that these books tell something of the history of our country, its government, ideals, literature, explaining the spirit and the meaning of a democracy? If your library already had secured these books is your worker placing them in the proper hands? Help them to understand that when they accept the freedom of America they must also expect to accept the responsibilities that come with good citizenship. Have your workers explained to any individuals or groups of women the meaning of some of our very simple but important laws relating to women and children? Do your foreign women know they do not have to unprotestingly submit to a beating from an irate husband? Do they know their children must attend school for a certain number of years and why? And many other laws equally as simple and equally as important.

Encourage thrift, form social clubs for parents and children, singing classes, encourage the establishing in your community of Trades' Schools for the children after leaving the fourth grade. Many more suggestions might be added, but to the interested worker the conditions will of themselves suggest the need and in most cases the method.

Let us not forget that Americanization is a much bigger and broader work than the one important step of naturalization. Let us not forget that the inability to speak English is not in itself a sign of illiteracy; as one Italian woman in Los Angeles has said, "Is it not too bad that I cannot speak English when I speak seven other languages."

How much we must learn, and the best way to learn is to teach and the best way to receive is to give.

"Father and Son"

"Be more than his Dad;
Be a chum to the lad.
Be a part of his life
Every hour of the day.
Find time to talk with him;
Take time to walk with him,
Share in his studies
And share in his play.
Take him to places,
To ballgames and races;
Teach him the things
You want him to know.
Don't live apart from him,
Don't keep your heart from him.
Be his best comrade,
He's needing you so!

Never neglect him,
Though young, still respect him.
Hear his opinions
With patience and pride,
Show him his error,
But be not a terror
Grim-visaged and fearful
When he's at your side.
Know what his thoughts are,

Know what his sports are,
Know all his playmates.
It's easy to learn to
Be such a father,
That when troubles gather
You'll be the first one
For counsel he'll turn to.

You can inspire him
With courage, and fire him
Hot with ambition
For deeds that are good.
He'll not betray you
Nor illy repay you
If you have taught him
The things that you should.
Father and son
Must in all things be one.
Partners in trouble
And comrades in joy,
More than a Dad,
Was the best pal you had.
Be such a chum
As you knew, to your boy."

EDGAR S. GUEST

PROGRAM FOR PARENT-TEACHER ASSOCIATIONS FOR OCTOBER

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

FIRST TOPIC—Immediate Obedience.

President's Desk—Character Traits that Appeal to Boys and Girls.

SECOND TOPIC (To be assigned to another member).

What Parent-Teacher Associations in other States are Doing.

THIRD TOPIC (To be assigned to third member).

Current Events in Child-Welfare from Child-Welfare Notes and elsewhere.

List of Loan Papers in Child Nurture suitable for programs may be secured by sending 2 cent stamp to National Congress of Mothers and Parent-Teacher Associations, 1314 Mass. Ave., Washington, D. C.

England's Care of Mothers—Essentials for Public Care of Maternity and Infancy*

By MRS. ELEANOR BARTON

Women's Coöperative Guild, England

At the present time most countries are turning their thoughts to the question of child welfare. I am sure that we are at the beginning of a new era which will also recognize the mother of the child.

A campaign to reduce the death rate among infants under one year of age has already decreased the death rate by nearly one-third, showing very clearly that many of our social evils are amenable to treatment. Bad housing and sanitation are responsible for a good deal, but ignorance and the absence of medical advice and help are also responsible for much suffering. It is vital to the welfare of all countries that an enlightened and generous care of maternity should replace the present indifference and neglect.

The Women's Coöperative Guild of England has for several years given special attention to this subject. When our Insurance Act was before the country, and before it became a law, the Guild specially asked that a maternity benefit should be included in the act, and it was included.

Since then we have gone on inquiring and getting information, working out a scheme which we placed before our Local Government Board in 1914. As the outcome of all the inquiries we have issued a book giving an account of the suffering of the working women themselves at the time of pregnancy and of childbirth, showing very clearly to all thinking people the great need of the care of maternity. It has been so common for children to be born that the large majority of people have not considered the question at all.

As a result of our inquiry concerning maternity we decided that it was best for the local health authorities and the national health authorities to carry out the great maternity help that was to be given to the large majority of women in our country.

So we set out to form public opinion. I suppose it is true in America as in all countries that the governments will go just as far as they are pushed from behind, or from underneath, shall we say, and that what must be done is to arouse public opinion. In order to do that we published and distributed widely some attractive little pamphlets, each one on some subject relative to maternity. The women in our local branches coöperated with the women in their areas and arranged deputations to their health committees and to medical officers of health, pushing forward these questions of maternity.

In 1915 we had secured compulsory notification of births. We have a good scheme of health administration, and every mother, directly she gives birth to a child, is visited and advised by a health visitor who follows the case up, and when the mother is ready to come out advises her to bring her child to a public clinic. Finally in 1918 we had a maternity act passed by our House of Parliament, and we are very proud today in England that we have got so far because we do realize it is a great step in the right direction.

We have maternity centers where advice and minor treatment are provided. Where there are complicated cases or where real medical attention is needed, the patient is always told to consult her own doctor. Where treatment is provided for mothers during prenatal and post-natal periods, health visitors visit the mother in the home. Food and milk are supplied for expectant and nursing mothers—the amount of milk given being determined according to the advice of the person who has the case. Hospitals or wards are provided for complicated maternity cases and for babies up to five years; also maternity homes for normal cases and convalescent homes after maternity. Homes are provided for mothers and babies in fatherless, illegitimate, widowed, or deserted cases; or grants are made to such mothers to enable them to stay at home and care for their children.

Home Helps

The service of home helps has also been organized. I believe this is a great outcome of our inquiry. We found that when the mother was in bed practically the whole of her household was disorganized, and that many of our women got up at the end of three days, or before they should do so, to attend to their household duties. We found that in many cases the mother had her bed carried down into the living room where she could lie with her purse under her pillow and direct the younger children or neighbors to make purchases. Under the system of home helps women are to be trained to go into the homes, not to do any medical work or to do the nurse's work, but to work under the direction of the nurse or midwife who is attending the case, performing the mother's household duties, such as getting the children off to school and preparing the food. This is one of the greatest essentials to our working-class mothers. Our bill at the present time makes provision for it by providing that the

* "Standards of Child Welfare." Children's Bureau.

local authority may adopt the scheme after approval by the Local Government Board.

Services of midwives, and of doctors when the doctor is called following the midwife, have been regulated under the Midwives' Act. We have had very many sad cases where women's lives have been lost because there was no doctor to follow the midwife. Sometimes a doctor has been sent for but refused to attend the case because he was not sure whether he would get his fee or not. The Government gives a grant of 50 per cent. of the net cost of all this service I have outlined, provided the local scheme has been sanctioned by the central authority.

Where a local authority adopts a scheme of this kind they must appoint a maternity committee on which there must be two women. The Coöperative Guild is very anxious that working women should be on the maternity committee as they will understand the lives and homes of the women who will be treated under this scheme. In recent years they have been able to give very valuable service and information to all committees of this kind. Now we are hoping that all local authorities will take advantage of this scheme and will make this provision for mothers and babies.

The maternity benefit is 30 shillings to the child. This maternity benefit is given to the wives of men who are insured and come under the income tax limit. And the women who go out to work, if they themselves are insured, would also receive benefits in their own right, thus making a double maternity benefit.

We must remember that under the present industrial system the wages do not permit women who are bearing children to get the medical attention or the help in the home which they need. We must try to relieve their financial burdens. We have had some excellent lessons during the war period in the allowances paid to mothers and children, and many people today are hoping that we shall be able to outline some scheme for an endowment under which the mother will not be so worried because of the coming of another child into the home and will therefore be able to bear her children better.

We believe that the whole question of maternity should come under the Ministry of Relief, now in the process of formation, instead of being managed largely by insurance societies and organizations of that kind, as it is at the present time.

What I feel that we want now in all countries is to raise the standard of maternity. We want to be proud of our expectant mothers; we want to alter the idea that we have had, and instead of thinking about material things, think more about human things; instead of building up huge industries and huge warships, let us build up able-bodied men and women. I think it was an American who said that where the greatest number of able-bodied men and women stood, there stood the greatest city. Now, it is up to

each country to see where the greatest city shall be.

It will be good to have competition in that direction. It will certainly raise the whole standard of life. It will raise the standard of women and children; and we must remember that when we raise the standard of women we raise the standard of the race.

Discussion

Mrs. Barton: There are thousands of homes unfit for a woman to lie in, even if it were a question of policy and not of wages.

We want the public service. After all, the child is the asset of the nation, and we want the nation to recognize that the welfare of the child is its business. During the war when the State wanted the boys they put their hands on their shoulders and took them, without any questions being asked. Now we want the State to realize that it is responsible in exactly the same way for its children.

The individual system has broken down absolutely, and now we want to put in its place municipal and national service.

If we are going to have a system that will work efficiently and do the best for the mothers, we have to make it a national thing, so that every woman can feel that she is accepting that service as a right and as a citizen. If there were anything that savors of a charitable institution, our women would not accept it.

While I am on this point I want to emphasize that it should be national and free. The book we have issued (*Maternity*) shows terrible examples of suffering, and yet we have to recognize that our working women are the most self-respecting, the better class of working women. The Guild would not advocate anything that savors of charity.

What we have to do at the present time very largely is to educate the mother to take her baby to the child-welfare center. The women are gradually seeing the advantages of this, and are coming to these centers more and more, feeling that it is their right, as much as it is the right of the elementary-school child to receive its education in the free school. I want to emphasize the fact that we wish to put the whole question of maternity under national supervision, so that a woman can receive maternity care and nobody shall ask whether she is rich or poor.

Sir Arthur Newsholme (Late Principal Medical Officer, Local Government Board, England): So far as England is concerned, at the present time 75 per cent. of all confinements are attended by midwives, whose practice on the whole is satisfactory. But we have midwives in England under absolutely complete control. Midwives that are on the register to practice can be removed from the register if they are guilty of malpractice or inefficiency. They are so removed frequently. They are subject to regu-

lation and systematic inspection by local supervising authorities; so that any midwife who gets a bad reputation or has an excessive number of complications is sure to be hauled over the coals and her practice will diminish very seriously. In those various ways we have secured that midwifery is a fairly safe profession.

Moreover, the Local Government Board has arranged for Government grants to fifty per cent. of the total expenditure for the employment of midwives, these grants being given to the rural authorities and to the poorer districts and towns where midwives are located, the other half of the total expenditure being paid by volunteer subscribers or by the local authorities.

In addition every midwife is required when any complication occurs to call in a doctor. There has been great difficulty in the past in providing a fee for this doctor, and now it is made obligatory upon the local authorities to pay this doctor's fee, so that no doctor can be excused for not going at once when the midwife requires his assistance in any complication, however minor that complication may be. I think you will agree that, if the practice of midwifery by midwives is to continue, we have in that way safeguarded it.

In the last twelve months I have also been advocating that an additional duty should be imposed on midwives, to which I personally attach the greatest possible importance. This is that if for any reason during the time (ten days or a fortnight) that the midwife continues her attendance after confinement, the mother proposes to give up breast feeding, it is the duty of the midwife to notify the medical officer of health of that fact at once, so that he or his

assistants may visit that house at once to see that breast feeding, which is the most essential element of the welfare of the child, shall be continued if it be possible to continue it. This has now been secured by a regulation of the Central Midwives' Board.

Furthermore, the Local Government Board has given grants for the formation of maternity homes and maternity hospitals, and it has been prepared and expressed its anxiety, to pay fifty per cent. of the total cost of these hospitals and homes without any limit of the total amount which is thus payable. Such maternity hospitals and homes, I am glad to say, are springing up in many parts of the country. They are, in my view, one of the greatest needs of town life. It is a great shame that it should be so, but it is the fact that in a large proportion of the tenement houses of our big towns it is not possible for a confinement to take place under conditions that can be regarded as anything approaching satisfactory.

The Local Government Board pays doctors' fees; we pay for maternity homes and hospitals; and we also pay for the provision of home helps. We were glad to have the help of the Women's Coöperative Guild in securing that additional boon. We were pushing it at the same time, and we eventually succeeded in getting the Treasury to give money without any limit of the amount for the provision of home helps. That is somewhat similar to domestic service; the helpers visit the homes of women who have been recently confined; provide assistance during confinement and afterwards; and, if the mother is ill during pregnancy, see that she has a physician or nurse to attend her.

School and Home Service of National Geographic Society

TEACHING GEOGRAPHY WITH PICTURES

Announcement has just been made by the National Geographic Society of the establishment of a new department of The Society by which its immense reservoir of geographic photographs will be made available for visual teaching of geography in the form of loose leaf sheets.

The wide use of the *National Geographic Magazine*, official publication of The Society, in schoolrooms, suggested the plan.

Under the supervision of educational experts, pictures have been selected from the comprehensive collection of the National Geographic Society, arranged in sets of 24 and 48 pictures, illustrating some particular phase of geography teaching, such as "The Land, the Water and the Air," or some special subject, such as "The United States" and "Machla, the Child of the Sahara, and her People."

The pictures, and descriptive text, are printed on heavy paper, 11 by 9 inches, and thus they may be handled separately and need not be mounted. Some of the pictures are in half tone, and others are in full color.

Miss Jessie L. Burrall, Chief of the School Service, of The Society, has directed the work of assembling the pictures to conform to all geography courses, and the preparation of the text to suit the mental development of the child at the age when the pictures would be used. Miss Burrall has taught and supervised geography in the schools, covering work in all grades and high school, including membership on the faculty of the State Normal School at St. Cloud, Minnesota. She has also been for ten years an institute and general lecturer on visualization in the teaching of geography and is thoroughly familiar with courses of study throughout the

United States. Miss Burrall outlined the scope and purpose of the work as follows:

"The schools have suffered many an upheaval, but none at all comparable with the great crisis brought on by new conditions arising from the war. Educators all over the land are meeting these needs in amazing measure.

"For several years vast changes have been going on, which, accelerated by the war, are now so far-reaching in their results as to amount to a practical revolution in aim, tending to alter radically the materials used as well as the methods of teaching.

"An excellent illustration of recent and rapid advance is seen in the work in geography. To appreciate all that this means, we must think back to our own geography lessons.

"We remember the reading over and over of the lesson and the halting recitations of such facts as we could call to mind. We learned, 'An island is a body of land completely surrounded by water' and 'A mountain is a high elevation of land composed mainly of rock.' We struggled through. 'Ponds and lakes are bodies of water that occupy depressions in the land.' Whatever depressions in the land might be, it was beyond us to fathom; but woe engulfed us if we could not tell that lakes occupied them,

"We sometimes had ten or more of these definitions in one day, and some of us were 'kept in' on sunny afternoons because we just could not make them stick in our minds. We could not visit the real islands, peninsulas, straits, and gulfs, and pictures of them were few and expensive.

"So the hard definition road was the only way to the dim and often inadequate mental pictures we formed of these things. As we read over and over the pages of our books, few of us ever dreamed of the fascination of Mother Earth and the lure of her mysteries.

"But now our children have pictures of the snowy peaks, with timber-line and flowery meadow below. For them, as well as for the few who can travel, the Rocky Mountains lift their lofty ranges, the Yellowstone offers its wonders, and Niagara Falls pours out its rainbow spray. Pictures can now bring to our children all of the beauties and wonders of the earth.

"Even a map can glow with fire and meaning! The interests of our sturdy, active boys and girls center in the world about them. They are full

of curiosity about all the varied wares of the corner grocery. The bunches of bananas turning slowly from green to yellow set them to wondering whence they came.

"That seems a far cry from the map of Central America and a study of 'the surface, climate, population, products, and capital cities' demanded by courses of study; yet now the pictures make the magic connection. With them the children go on a journey to Costa Rica. Paying neither carfare nor hotel bills, they, nevertheless, visit the banana plantations, learn of banana culture, and become acquainted with the black boys and men who gather the luscious fruit for them.

"And so it has come about that, because of the great work the National Geographic Society has performed in bringing pictures into the schoolroom and in revivifying the teaching of geography, an insistent call has been sounded for a greater responsibility and an ever-widening service.

"For some time there has been a country-wide demand for National Geographic pictures on separate sheets for easier handling in the schoolroom, and The Society, ever glad to coöperate to the fullest extent in making geography fascinating and intelligible to every one, has spared neither time nor effort to arrange these pictures in the best possible form for the schools.

"The wealth of its pictures simplifies the problem of selection and adaptation. There is literally a picture for every phase of geography teaching, for every topic, even for every word.

"Realizing that nothing can be absorbed into the child's life unless it has an interest for him, these pictures are chosen and arranged primarily for his needs and growth. Based on an intimate acquaintance with innumerable educators and thorough familiarity with courses of study and methods of teaching in every State, they are fitted in every way to actual schoolroom conditions.

"Because The Society is not a commercial firm, but exists solely as a medium for the increase and diffusion of geographic knowledge, no profit is made for any corporation or individual. Therefore, the entire resources of The Society, backed by its 700,000 members, can be at the disposal of the teachers and schools, making it possible for these geographic pictures to be published at an exceedingly low figure."

Dr. G. Harlan Wells, clinical professor of medicine at Hahnemann Medical College, says:

"National prohibition must be hailed by all who are interested in the prevention of disease and in the improvement of public health as the greatest advancement of the present century.

Social diseases are closely related to the sale of alcohol, and 75 per cent. of the money spent by taxpayers in support of asylums and similar institutions goes for the care of the victims of these two enemies of health."

Character-Traits that Appeal to Boys and Girls

A Child's Sense of Justice

A sense of justice is divinely implanted in every child. That within the small boy or girl that blazes in indignation at unfair treatment, at partiality, at injustice, is not something to be deplored, but to be thankful for. True, it may seem as yet only a selfish instinct, but does not the child's world at first revolve around a very small world—himself or herself?

The child's world is a world whose boundaries will grow; the self-centered affections will expand, the self-interest will enlarge to take in the interests of other lives. The interests will radiate out from the center like the web of a spider until there is a circumference as well as a center to the child's world, and that keen sense of justice, and that desire for the rights of others, without which there can be no real liberty, no Christian growth, no permanency, will develop in the child. The nations where justice and equality are forgotten fade as a leaf fades under the chill breath of autumn.

You are the judge who must quicken and water the divine seed of justice that God has implanted in your child. *In the first place you must be just*, for how can justice come to fruition in the child if there be no justice in the parent stem? Can a dead trunk produce fruitful branches?

When the children quarrel are you simply peevish, fretful, arbitrary? Do you say, impatiently, "John, go and stand in that corner! Mary, go and stand in the opposite corner! I'll see if I cannot keep you children from quarreling for a time?" or do you investigate patiently, kindly, firmly? Possibly the fault is entirely on one side—one child persists in nagging the other.

Selfish impatience says to the mother, "Stop those children quarreling!" but love and patience say, "Be patient! be just! take time!" It takes time to be just—mothers, remember this if you forget all else in this article. Let me emphasize this point; *it takes time to be just!* How soon will resentment and bitterness come into the child-heart, how soon will mother or father-injustice rankle like barbed arrows in the child-heart if you are thoughtless or unjust? You do not know, nor I—only God. Open the floodgates, turn in the sweet waters of love, and the evenly-flowing, divinely-inspired stream of justice into the child life. Love begets love, justice begets justice.

In all my child recollections there is no memory of a single arbitrary, vengeful, unjust punish-

ment to mar or embitter the beautiful memories of childhood. I was seldom punished; when I was punished I knew it was richly deserved. Well I remember one occasion when I was under a cloud, when I must be punished, when serious results had followed a mischievous prank. Father would not punish me that day—tomorrow I must be punished. The next morning a certain small boy received cool-tempered, even-handed justice—and he knew it was only justice.

It takes time, patience, persistence and firmness to arouse and strengthen the sense of fairness and justice in a child, we say. True, but what were parents created for? Why did God make us in his own image if not that we might have, and that we might perpetuate, some of the attributes of God?—the golden day of childhood will be at our doors when we instill them into our children as patiently and persistently as God has labored with us.

Nurture, cultivate, tend carefully the sense of justice in the heart of a child. Get the child's eyes open! Make plain the rights of child-companions! Explain to Mary the fairness and justice of God; how God would be displeased if she insisted upon swinging when it was Nellie's turn to swing. Make it plain to her that Christ is pleased when she is unselfish, and when she shares her toys with others in their play, and shares her treat instead of getting off into Selfishness Corner and devouring it alone.

It is only the growing, God-given sense of justice instilled in the child that will keep our nation from decadence, and keep our boasted liberty from becoming only a relic of the past. We need a new generation who will battle for the rights of fellow-men; men and women who cannot rest easy in their beds unless justice prevails, in whose eyes the rights of their fellows are more than silver or gold. Justice, fairness and equality, must begin in the child, must be cultivated in the child; then we will see the fruitage of noble Christian citizenship that ever stands for all that is pure and uplifting and virtuous, for all that is helpful to others. "Look not every man on his own things, but every man also on the things of others." How shall the child look save as the parent first looks a little way down the God-illuminated path of justice, and says; "Look on your playmates; be fair with them and share with them; be just and kind and helpful."

Responsiveness

The cold, indifferent, walled-up, self-centered man or woman, has no magnetism, no attraction for a child. There must be responsiveness, a flowing out of the still warm tides of maturity to the warm tides of childhood.

There must be the sparkle in the eye that says, "I have not forgotten; I remember the days of my childhood—its sorrows, its joys, its hopes." The voice must be sympathetic, responsive. Even a dog is glad or depressed according to the tone of his master's voice—how much more do the children note, not only our words, but the patient or impatient tone of our voice.

We must be, *we must be* responsive to the least act of kindness, or thoughtfulness, the smallest approach to unselfishness in the child. Give the gentle sunshine of responsiveness a chance to make all that is best in the child life blossom. Children need the sunshine, they respond to appreciation. The least bit of unjust criticism or of harsh judgment is as a chilling frost on their eager young lives.

Let your thoughts hark back to the days of childhood. What memories warm your heart and inspire you to-day? Not the memories of the severe, critical people who were always expecting you to go wrong; who always said, "Don't!" who always expected children to sit up and fold their arms and look pleasant. No, you can shut your eyes and see some faces now that you love to recall. How they enjoyed seeing you have a good time—run and shout and play. How your heart bounded with joy as they said, "Good for you, John!" or, "That's fine, Mary!" If you brought them anything, even a wild flower from the old pasture, or gave them a piece of your sticky candy, they said, "Thank you!" so heartily that joy bells rang in your heart.

Let no chilling frost of unresponsiveness fall on the tender child plants of our homes and of our Sabbath school. Hope for the best, expect the best, of them; see the best, encourage the best, in them. Be courteous to children. Do not say, "Go!" but "Come!" Be an example and a guide—not a lifeless signboard that goes nowhere.

When a child shows us some little kindness or attention, and we are unresponsive, the child's heart echoes sadly, "What's the use!" but the least touch of responsiveness sets the warm streams of unselfishness and desire flowing. And every mature life has need of the warm gulf stream of the Master's life flowing through it that it may give first aid to the first warm, unselfish impulses of a child heart.

There is no trait more beautiful than responsiveness in a child to all that is good and pure and helpful and noble—responsiveness to parents and Sabbath school teacher, responsiveness to Jesus Christ. But how shall the waters be sweet save as the fountain head is kept sweet and pure by Jesus Christ? First responsive parents, then responsive children—responsive to the call of need, the call of service, the call of Christ.

There is nothing more palatable and stimulating to older boys and girls, and to young men and maidens, than responsiveness. When a boy or a girl puts up a good fight—it may be for an education, it may be against bad habits—just pat them on the back. Say, "Go to it, John!" or even if you should say, "I'll bet on you, Mary!" the chances are that you would be forgiven for your careless language. Give allopathic doses of encouragement to the normal young person, and then they will grow up to be helpers, inspirers of others.

Monthly Health Chart of the Camp Fire Girls

Hang a copy of this chart on your wall and check up your record each night.

Sleep:

1. Slept out of doors or with windows wide open.
2. Slept at least 9 hours. (If over 16 years, 8 hours.)

Cleanliness:

3. Took cold bath or shower or quick dry rub this morning.
4. Cleaned teeth this a. m. and the last thing before retiring.
5. Cleaned finger nails and pushed back cuticle this morning.
6. Washed hands before each meal.
7. Had regular bowel movement this morning.

8. Kept clothes and hair neat all day.

9. Put clothes I wore to air by open window at night.

10. Tried to sit and stand straight all day.

11. Ate my food slowly.

12. Did not put my fingers or pencils in my mouth.

13. Washed my hair (this should be checked every two weeks only).

Food:

14. Drank a glass of cold water first thing this morning, last thing at night, and between meals.

15. Drank milk but no tea or coffee.

16. Refrained from chewing gum, eating candy, sundaes, or sodas between regular meals today.

Exercise:

17. Took setting-up exercises for 3 minutes this morning.
18. Took one hour exercise out of doors today.

19. Took 3 minutes deep breathing before getting into bed.
20. Walked 100 miles last month. (This should be recorded once a month.)

Report of National Child Labor Committee

MRS. GEO. B. CHANDLER, Chairman

The National Child Labor Committee feel that it might be of value for each branch of the National Congress of Mothers and Parent-Teacher Associations to know something of what the different states are doing.

A great deal of the state work has centered on a very practical question. The provisions against child labor sometimes do not dovetail with the educational requirements of the same state. For example, I know of one state where girls may stop going to school at the age of fourteen and may not go to work until they are sixteen. In seventeen states the child labor or similar committee of the local branch assisted to codify and harmonize the child labor and education laws.

The child labor question is, since the federal law was found unconstitutional, a state matter. Each state has its own problem and if we can get adequate laws in each state, the solution will probably be better than a general federal arrangement. In Colorado the sugar-beet industry calls for outdoor labor at special seasons. In New England the confining all-the-year-round factories present a different legislative need. For this reason there is all the more cause for firm disinterested support of sensible laws. Each branch should acquaint itself with its local problems and adopt a definite policy toward them. This is being done in many states. The chairman of your committee had reports from California where they are wrestling with the problems of the fruit canneries and also centering a great deal of interest on the new arrangement of the most practical question of child labor—namely, the settlement of the difficulty when a family really needs the financial help of its strong, willing young members. To meet this situation the "scholarship plan" has been devised. This plan is to contribute a certain sum of money to the child's family to partially recompense them from the loss of his earnings. This system, it is worthy of mention in passing, is being tried out in New York by the Henry Street Settlement School Committee. The Red Cross Home Relief have been helping to supply scholarships of about \$3 a week in worthy cases for the little brothers and sisters of soldiers who would otherwise be working to make up the deficit in the family exchequer.

Other states also emphasize the educational problem of child labor. Valuable work is being done spreading information and encouragement among ignorant foreigners telling them what educational advantages the state offers their children and the reasons for child labor and compulsory education laws.

At least one branch is using its influence to urge full-time terms for rural schools so that the country children are not at a disadvantage—which is ordinarily one of the evils of agricultural child labor.

The Massachusetts Branch reports that its efforts are greatly needed to help cut down the alarming increase in child labor in the war factories of that state. Last fall 50,000 children under the age of sixteen were working in Massachusetts—twice as many as in 1914.

Suggestions, advice, and literature may be had from federal organizations: the Children's Bureau of the U. S. Department of Labor in Washington under the direction of Miss Julia Lathrop; and the National Child Labor Committee, also in Washington. The Oregon Child Welfare Commission (the function of which has been recently taken over by the State University as Extension work) sent out in 1917 an effective exhibit, part of which was devoted to child labor. State branches may find suggestions by writing to the Oregon State University referring to the exhibit described in the pamphlet "Oregon's duty to her children—second biennial report of the Child-Welfare Commission of Oregon, 1917."

Miss Julia Lathrop's war-time program for child labor contains many suggestions:

1. Public protection of maternity and infancy.
Essentials: (a) Public health nurses and proper medical attention; (b) the care of mothers under decent home conditions.
2. Mothers' care of older children.
3. Enforcement of Child Labor Laws and full schooling for all children of school age.
Standards must be maintained.
4. Recreation of children and youth—abundant and decent and free from any form of exploitation.

Note the last two items.

The national child-labor committee is always at the service of the state branch committees.

STATE NEWS

IMPORTANT NOTICES

News items from the States must be in the hands of the editorial board by the **FIRST OF THE PREVIOUS MONTH** to ensure their appearance in the next magazine. The editorial board earnestly asks attention to the necessity of complying with this rule.

The magazine invites wider correspondence with local circles and associations. Send us reports of what you are doing. It will be helpful to others.

The necessity for brevity will be realized, as space is limited and every month more states send news. News is **WORK DONE, OR NEW WORK PLANNED**. Communications must be written with ink or typewritten.

The **CHILD-WELFARE MAGAZINE** offers to every **NEW** circle of fifty members one year's subscription free provided that with the application for the magazine is enclosed a receipt from state treasurer showing that dues of ten cents per capita have been paid, and second a list of officers and members with their addresses.

This offer is made to aid new circles with their program and to give them the opportunity to become acquainted with the great organized parenthood of America.

Subscribers to **CHILD-WELFARE MAGAZINE** should notify the publishers before the 15th of the current month if the magazine is not received. Back numbers cannot be furnished unless failure to receive the magazine is immediately noted.

Dates of Annual Conventions—National Congress of Mothers and Parent-Teacher Associations

ALABAMA November
INDIANA, Indianapolis Oct. 30, 31–Nov. 1
IOWA Oct. 8, 9 and 10
KENTUCKY, Louisville Nov. 5, 6 and 7
MASSACHUSETTS, Pittsfield Oct. 7 and 10
MISSISSIPPI, Gulfport Oct. 30, 31–Nov. 1

NEW JERSEY, Newark Nov. 14 and 15
NEW YORK, Gloversville Oct. 7 and 10
NORTH CAROLINA, Charlotte Nov. 4, 5 and 6
OHIO, Cincinnati Oct. 30, 31–Nov. 1
PENNSYLVANIA, Lebanon October 2, 3 and 4
TENNESSEE, Knoxville Oct. 2, 3 and 4

CALIFORNIA

The Pasadena California Federation of Parent-Teacher Associations has just closed the seventeenth year, with 18 associations and 1,789 members, among which is the James Madison Association with 368 members, the largest association in the nation.

We have two schools for Mexican children not in our Federation; at one of these is a sewing and English class for mothers, at the other a cooking class, also for the mothers. Our emergency chairman has ever been on the alert to do good, supplying food, clothing furniture, employment and homes for those in distress.

Home economics chairman has given lessons in conservation; each month she furnished helpful recipes and suggestions, for serving wholesome food in an economical way.

Our membership chairman has an enviable record, having increased membership during our most strenuous year.

The Red Cross chairman reports that the

schools and associations of Pasadena have done a wonderful work; each school had a Junior organization and each association an auxiliary, where sewing and knitting was done at least two days each week.

Ways and means chairman has helped in many ways, the latest being an arrangement with a moving-picture theater for a per cent. of all tickets for three days. This money went towards a fund for milk for undernourished children.

Both French and American orphans have been adopted by our associations. One association arranged to have a hot lunch served cafeteria style, at very low prices, *i.e.*, hot stew, 6 cents; buttered rolls, 3 cents; scalloped potatoes or Tamale pie, 6 cents, etc.

UNIQUE PLAN FOR REACHING MEMBERS

One association has an unique telephone system. There are ten willing mothers each to be responsible for one-tenth of the membership. This President has only to call ten

members to easily and quickly reach the entire membership. Another association depends entirely on the pupils for entertainment at their meetings, thus reaching mothers who would not otherwise be interested.

Through the efforts of our Federation free summer schools are being held in this city this year, giving all pupils an opportunity to gain the work lost during the influenza epidemic, when schools were closed. Our minds are busy with plans for the big work we hope to accomplish during the coming school year.

COLORADO

The Legislature of Colorado created a Child-Welfare Bureau as a definite permanent state department. The Board of Control has for its president Mrs. H. T. French, Ft. Collins, and six others. Mrs. Fred Dick, former president of Colorado Congress of Mothers and Parent-Teacher Associations, has been appointed state organizer for the Bureau. Recognition is given to the important place held by the Parent-Teacher Association in promoting child-welfare, by making the first work of the Child-Welfare Bureau the organization of Parent-Teacher Associations.

The state superintendent of public instruction has also emphasized the value of the National Congress of Mothers and Parent-Teacher Associations by requiring as one of the standards of a first-class school a parent-teacher association in membership with the Congress of Mothers and Parent-Teacher Associations.

Mrs. Dick has begun her work by sending the following letter to school superintendents. Enclosed with the letter is a circular on the Congress of Mothers and plan of organization.

COUNTY SUPERINTENDENT ———.

My dear —: You, in coöperation with other county superintendents of the state, have given freely of your time and strength during the last two years to work for the children of the world. Through these efforts we have discovered that the children of our own country need better conditions in home, school and community in which to develop physically, morally and spiritually.

Through the efforts of the state board of the Congress of Mothers and Parent-Teacher Associations, the last General Assembly established a Child-Welfare Bureau, which has been given headquarters at Room 228 Capitol Bldg. In order that this Bureau may effectively function during the next two years in this important reconstruction period it must have the coöperation of the people of the state, which can best be done through organizations which shall have for their object the welfare of the children.

The Child-Welfare Bureau has appointed me official organizer for the state. In this capacity I am asking the county superintendents of the

state to inaugurate a vigorous campaign for the organization of parent-teacher associations throughout the counties and report the result to me at our headquarters.

I am enclosing a copy of our organization plans and am also sending you under separate cover a sufficient number for you to distribute to the teachers in your county.

We are enclosing you enough of the registration cards to make it possible for you to keep one in your office and send one to us for filing as soon as an association is formed. We expect to follow this literature with suggestions for programs for the Parent-Teacher Association which will be sent to you at a later date.

Thanking you in advance for work which I know you will take pleasure in doing, I am

Most cordially yours,

FLORENCE E. DICK (Mrs. Fred),
Organizer

GEORGIA

REPORT FOR 1918-1919 OF THE GEORGIA BRANCH OF THE NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS

Realizing the need for Child-Welfare and Educational work in this state, the Georgia Branch of the National Congress of Mothers and Parent-Teacher Associations has adhered strictly to this part of the Council of Defense program.

Every effort has been made and we have met with a considerable degree of success in perfecting an organization along this line.

With vice-presidents in ten of the twelve districts in Georgia, and a committee of women in a number of the counties in the state, this work has been promoted and extended, and interest kept alive. Sixty-five parent-teacher associations are at present affiliated with the Congress, and others will come in later when the fall term of school opens.

Much effort has been devoted to organizing mothers' clubs in the churches. In Atlanta there is a union of mothers' clubs, and the state chairman for this particular work in our organization is extending her efforts to other parts of the state.

Our greatest vision for service has been rewarded by the Georgia Educational Association granting us the privilege of becoming a Department of the G. E. A. in this state. A joint convention with the G. E. A. was held in Macon May first, second and third of this year for the first time in the history of the state, bringing together the three greatest interests in the life of the child—home, church and school.

The parent-teacher associations throughout this state coöperated fully with the various campaigns in war work, including the weighing of babies, Red Cross, etc.; but as a state organization, we adhered to child-welfare and education. A large amount of child-welfare literature has been supplied to the parent-teacher

associations in every section of the state—to the negro as well as the white population.

Our work for the fall term will begin by sending out literature and information to every school in the state, and prizes will be offered as an incentive to encourage the formation of a parent-teacher association in conjunction with every school, and to increase the membership in those already formed.

As we see it, the parent-teacher association should be just what its name implies—a teacher of parents; a combination of parents and teachers that will arouse people to a sense of their responsibility to the welfare of the children of our state and nation. Our efforts are to encourage people to the right sort of thinking on behalf of the child, both white and negro, along every line concerning the life of the child.

INDIANA

The Indiana Branch of the National Congress of Mothers and Parent-Teacher Associations is associated with the division of extension of Indiana University in a statewide program for health, thrift and school attendance.

The state superintendent of public instruction invited the state president to address the state meeting of the county superintendents. From this came requests for speakers at County Teachers' Institutes. As far as possible we filled the dates as they came in to us. In this way the message was taken to more than half the teaching force of Indiana.

Membership has increased, and many fine workers have been placed in responsible positions in the work.

A conference with the state chairman of child-welfare under the Council of Defense, resulted in agreement that where we have workers actively engaged in the work, they will step aside for us, and where we were not organized they would help us as far as possible. We will furnish them with literature and they will distribute it and help to establish our work.

One district vice-president has made arrangements for a child-welfare conference during the stay of the state president in her city, while attending the county teachers' institute. This is, as far as we have any knowledge, the first attempt to carry out the state plan in this regard.

The state will conduct a campaign for better rural schools. We intend that every boy and girl in rural Indiana shall have equal educational advantages with every city boy and girl, and to that end a strong committee will meet and discuss plans. The committee includes Dr. Black, of Indiana University, instructor in the school of education, Dr. Bryan, president of the university, Superintendent Hines, Dr. Frank S. C. Wicks, Dr. Clement, of De Pauw University, and one other member, preferably a mother and an ex-teacher if possible.

In recognition of her services in rural life work, Mrs. Orme has been appointed a member of the extension staff of Ohio State University, with a substantial salary, and a member of the committee on rural elementary education, of the National Country Life Association.

The state convention will be held in conjunction with the Indiana State Teachers' Association October 30 to November 1.

KANSAS

We are so thankful we have a National Home! Further we believe the other states feel the same.

Kansas Congress of Mothers will do her very best to secure contributions. That the harvest may be abundant is our sincere wish.

You will never know what an inspiration the National Convention gave us.

LOUISIANA

Mrs. Virgil Browne, chairman of special school work in war savings, has secured thirty-five new school banks to be placed in New Orleans schools in September. The children deposited over \$20,000 in thirteen school banks in the last 15 months. 1,500 new savings accounts were opened between February 1 and June.

MISSISSIPPI

The tenth annual meeting of the Mississippi Branch, National Congress of Mothers and Parent-Teacher Associations, will be held in Gulfport, Miss., October 30-31 and November 1, 1919. They have adopted the slogan, "A Parent-Teacher Association in Every School in the State." The superintendents of schools in each of the eighty-two counties in the state have pledged their support and coöperation.

W. J. Bond, state superintendent of schools, will be an enthusiastic speaker on the subject of "Parent-Teacher Associations, and the need of them."

Mrs. Edward A. Fowler, president of the New Orleans Branch of the National Congress of Mothers and Parent-Teacher Associations, will have an important place on the program. In fact the Mississippi organization is confidently expecting a large delegation from New Orleans and southern Louisiana to be in attendance during the entire meeting.

Mrs. H. P. Hughes, the state president, has the coöperation of many enthusiastic workers in addition to the other state officers, and the biggest and best meeting ever held since the organization of the state is predicted.

MISSOURI

Leaders of the Congress of Mothers and Parent-Teacher Associations in Missouri have been meeting with and speaking to teachers in their county and district institutes and are

confidently expecting a big increase in membership and activities. A very enthusiastic meeting with 400 teachers in St. Joseph was followed by a luncheon and conference at Y. W. C. A. with the leaders of the Parent-Teacher Associations. Three state officers outlined the work to them.

This work has continued through the summer.

NEW YORK

LETTER SENT TO CLUBS, FEBRUARY, 1919

An Opportunity for a Genuine Expression of Gratitude for World Peace

The Motherhood of America rejoices to-day in the coming of world peace. The war is about at an end. It has tested us and proved our worth. We are stronger, nobler women because we have sorrowed and sacrificed and because we have given our time, our talents, and our heart's best love to help win the war.

To-day, we stand ready one and all, to undertake big, hard tasks to make our home-land a safe place for our children to live in, and to establish in our midst the great ideals for which our soldiers fought and died. We realize as never before that we are the guardians of this generation of children.

A wonderful opportunity is right at hand to strengthen the work of our National Congress of Mothers. The dream of many years is about to come true. We now have a National Headquarters in the city of Washington, which will be the administrative center from which shall go forth to every part of our nation, help along every line of child-welfare work.

A substantial house has been procured through the generosity of a group of women who have made the required first payment upon it to bind the bargain and gain possession.

Now comes the opportunity for every member in every club in our great Empire State to make a love-gift toward the purchase of this national building.

It would be possible to have this building paid for in large gifts by those who have large bank accounts. This plan would prevent the membership at large from having a part ownership in this building, and would make it impossible for the rank and file of the members to say in a real way "Our" National Headquarters.

The plan proposed for the New York State Clubs is for every member in every Club to make a gift toward this building. It is hoped that every member will endeavor to earn, to save or just give one dollar. Are you one hundred cents worth grateful for world peace? Of course you are. Will you express this gratitude at this time by following the plan proposed?

Several hundred members can plan to give five dollars apiece at least, because the Flu interfered with our plan to go to our State Convention at Gloversville, so we still have that money to spend. Each one knows best what she can give.

Just give the *most* you can. Let our slogan be—Every member in New York State Congress of Mothers a stockholder in "Our" National Headquarters. My faith in you is sufficient to prophesy one hundred per cent. response in New York State.

Each Club President must be the captain of her company. She must call the roll of members and get a response from every member. She must be prompt, enthusiastic and efficient. She must send to our Financial Secretary, Mrs. William J. Reed, 33 Easterly Avenue, Auburn, N. Y., by April first, complete returns and a complete list of the donors' names to be sent to Washington.

Now comrades—the bugle sounds to go "Over the Top!" New York State must stand first on the list.

Loyally and expectantly yours,

ISABELLE M. HOLLAND,

Special Chairman for New York State Gifts for National Headquarters

OHIO

The next state convention, to meet in Cincinnati, October 30, 31 and November 1st, with headquarters at the Sinton Hotel, is now as absorbing a topic in Ohio as are plans for the new year.

Cincinnati is strong in mother work, which it started 38 years ago. Over a hundred Mother's Clubs, having the hearty coöperation of the Chamber of Commerce, will make a meeting of unusual interest. The parents and the teaching force work most harmoniously, long ago having smoothed out anything to the detriment of their banding together for greater progress.

An official director of Cincinnati Public School Mother's Clubs, Miss Louise Armstrong, is employed by the school board. She teaches leadership at the monthly council meetings of the presidents and delegates. Together with the president and officers of the Council or the Federation, supervises and plans for so large a number of groups which become a mighty force in the support of Cincinnati's schools and general child-welfare work.

While so old in home work Cincinnati is just starting in on the state idea, and we are hoping and expecting that this interest will not stop until every individual in the city will cultivate a keen personal feeling in his whole state and country.

Some items from the Cincinnati Council's report are of interest. Composed of the president and a delegate from each of the 127 clubs of mothers, from public, private, parochial, and mission schools; begin and close promptly; bring sewing and knitting to do during meetings; 50 kindergarten or clubs; 70 war gardens; monthly food demonstrations; lessons in leadership and simple parliamentary law; specialty in child-hygiene and welfare; strong stamp drive

among just clubs; sent 500 soldier boxes and aided Camp Sherman Hostess House; all social hours turned to Red Cross; teachers hold one meeting of the year; Federation gives an annual party to new teachers of city; form baby clubs of young mothers especially in poor districts; make of schools the district social center; help with night schools; with school lunches; give annual Hallowe'en parties, as it is such an important time to keep children off the street and to show them they can have a better time without trouble; do a large work at the big city Americanization house of maintenance of dining room and kitchen even to plants; programs for the year printed at the school printery; get out large book of annual reports of all clubs, which abounds in good suggestions.

The local committee on Convention so far is:
General chairman, Mrs. Fillmore, president South West District.

Vice-Chairman, Mrs. Iliff, president City Federation Mother's Clubs.

Places of Meeting, Miss Annie Laws.

Entertainment, Miss Louise Armstrong, director Mother's Clubs.

Publicity, Mrs. Reiter, ex-president City Federation.

Registration, Mrs. Hartman, treasurer City Federation.

There will be an election of one half of the officers.

Among the speakers will be: Dr. H. Goddard, head of the only State Bureau of Juvenile Research, Mr. John H. Francis, royally welcomed back to the Columbus School's Superintendency after absence as head of the National Garden Army during the war; C. V. Williams, director of State Child Welfare; Miss Annie Laws, than whom no woman in Ohio has done more for education, former international president of Kindergarten Association, and for years on the Cincinnati school board; Miss Edith Campbell, of national prominence as U. S. Director of Women and Children in Industry, and an excellent list of state chairmen and officers.

A new departure will be in a session of short talks from representatives of coöperating organizations such as State Associations of Teachers, of Kindergarteners, of Nurses, of D. A. R.'s, of Women's Clubs, of Farm Woman's Club, of Catholic Women, Jewish Council, Y. W. C. A. and so on. But, the really most important are the reports of the delegates and we want every association to send a delegate.

We have to report some new chairmen, Mrs. A. B. Nelles, of Columbus, on Child Welfare or Founders Day, Mrs. C. W. Walters, of Cleveland, on Press and Thrift, appointed, published soon. A new yearbook will soon be out. We are trying the experiment of some details, parts of reports of all that sent reports, and other items, to test the value of such additions to a yearbook.

Greetings going out to all clubs this month urge them to especially check up on the children

at the same time as the parents to see that none fail to return who should, that in beginning to take up the subject of thrift, to add to the regular list a matter of collecting and filing all Parent-Teacher Associations literature as association property for reference, and also all that can be obtained from any source, especially the fine national and state bulletins on each separate department of our work. To keep these also as association property for reference, and individual members take pride in adding to the collection. Use just big envelopes, labeled, as a beginning. Publicity is most important for the first meeting, and a good time for Americanization under membership, asking especially foreigners to take part in an old country dance or come or sing in costume. Many associations we know of planning for September or October a harvest festival and these items work in nicely. Best though is a talk telling of the old countries represented, why they came here and what America stands for, and make special mention of local heroes of the war whom you should get out strongly from your district.

PENNSYLVANIA

LETTER FROM PENNSYLVANIA PRESIDENT TO LOCAL PRESIDENTS

SOMERSET, PA., September 8, 1919.

My dear President: School has opened, and presidents of Parent-Teacher Associations are laying plans for the new school year. These plans will, I hope, include coöperation with the State and National Associations, which exist not only to spread the Parent-Teacher Association idea and to gain local coöperation in pushing big state and national educational issues, but to help local associations to solve their problems. To these ends, I will again ask your coöperation in the following important matters:

1. Raising a contribution for National Headquarters which will continue permanently to care for soldiers passing through Washington on their way to and from our permanent camps. In any case, local associations should be interested in doing their bit to house adequately the devoted working force of our National Congress. A rich state like ours should give \$5,000 for this purpose. About \$500 has been raised by Pennsylvania up to date. Send all contributions to Washington Loan & Trust Co., Treasurer Building Fund, National Congress of Mothers and Parent-Teacher Associations.

2. Working to Americanize foreign mothers, which is one of our permanent aims. Come to our State Convention at Lebanon, October 2, 3 and 4, and hear Supt. S. E. Weber of the Scranton schools tell of his unique work for Americanization through the kindergarten and see the wonderful film showing Americanization work in Los Angeles, Cal. Also, address me for literature, if you wish to begin in your own town.

3. Working to Increase the Number of Kindergartens,—another of our permanent aims. Write to our Kindergarten Chairman, Miss Alice Parker, c/o Pittsburgh Training School for Teachers, for literature and speakers. We did not get our mandatory kindergarten law this year, but made substantial progress. It will undoubtedly come later.

The following suggestions I am repeating this year for the benefit of local associations:

1. Taking Up the Study of the Children's Code of Morals,—which has produced such a stir in the educational world. Copies can be had at one cent apiece from the University Society, Inc., Mercantile Bldg., New York City. Study it this year if you did not last year, for every community shows the appalling need of training in obedience, truthfulness, and sense of honor among children and young people.

2. Starting a Supplementary Mothers' Club to study this all-important matter of training children.

3. Having our local committees uniform with state and national committees. Many of our Parent-Teacher Associations have done so, but efficient work cannot be done until all have appointed the following required chairmen and sent their names to the corresponding state chairmen:

1 and 2. Membership and Parents' Classes in Churches—Mrs. Otis Keefer, Williamsport, chairman. We gained 2,782 new members last year in spite of war and influenza. We can reach our goal of 10,000 new members this year if you will canvass your town with our new temporary membership blanks for members. One of Lebanon's associations captured the banner this year with a gain of 346 per cent.

3. Child Hygiene—Dr. Anna Schrade, Erie, Chairman.

4. Publicity—Mrs. H. C. Beistel, Greensburg. Put your chairman in touch with her at once. We can double our numbers and influence with better publicity.

5. CHILD-WELFARE MAGAZINE—Mrs. R. C. Roy, 420 Pacific Avenue, Pittsburgh, chairman. Pennsylvania's quota is 900, but has only 277 subscriptions. Let us go over the top this year. We can do it if every small Parent-Teacher Association will secure five subscriptions and every large one 10.

The general results of the questionnaire sent out last year show the need of a definite standard to work toward. The details of this standard will be decided by the state board soon—and will be sent to you. Any association coming up to this standard will be presented with a diploma announcing the fact. Very few of those associations answering the questionnaire have any associate members, or celebrate Child-Welfare Day, or have magazine subscriptions, or set aside a fund for a delegate to conventions, but most have good attendance, regular meetings and are doing civic and welfare work. Almost

every association asked for hints for programs, so we have asked Miss Ellen Lombard, of the Home Education Division of the Federal Bureau of Education, to conduct a round table on program making at our State Convention which will be held at Lebanon, Pa., October 2, 3 and 4. Hotel Weimer, Miss Patterson, proprietor, will be headquarters. The convention will open on Thursday evening, October 2, with an address by Dr. Thos. E. Finegan, our new State Superintendent of Education. Among other speakers will be Mrs. Frederic Schoff, our national president, on Training Young Women for Motherhood; Mr. Hugh Magill, secretary of the N. E. A.; Miss Nutting, of Erie, on Ethical Work With Girls, and Supt. S. E. Weber, of the Scranton schools, on the Kindergarten as an Americanizer. Make your plans to stay for Saturday the 4th, as Supt. Weber will speak that morning and the film showing Americanization Work in Los Angeles will be shown. The convention will end that day with a picnic and drive through the beautiful country about Lebanon.

All wishing entertainment or names of boarding houses should address Mrs. Edgar Weimer, Lebanon, Pa., chairman of the entertainment committee. Engage rooms early at the Hotel Weimer if you wish hotel accommodations.

If you have elected new officers this fall, will you please send the corresponding secretary their names at once.

Very sincerely,

ALICE F. KIERNAN
(Mrs. E. E. Kiernan)

P. S.—The pre-convention board meeting will be held at the Hotel Weimer on Thursday, October 2, at 2 p. m.

Supervising principals of Pennsylvania at their annual conference in Philadelphia in December are devoting a session to Parent-Teacher Associations. The discussion is divided into three parts.—The Parents' Viewpoint, The Teachers' Viewpoint, The Principals' Viewpoint.

W. Lee Gilmore, Oakmont, Pa., is president.

TENNESSEE

Tennessee Congress of Mothers and Parent-Teacher Associations will hold their annual state meeting in Knoxville, October 30-31 and November 1. By invitation of the Eastern Tennessee Educational Association, the above date has been fixed in order that these two bodies may hold their meetings at the same time. "Responsibility" is the theme to be emphasized at this conference.

Our New Year Book is just off the press and is very complete and attractive in its blue and gold coverings.

Tennessee Branch National Congress of Mothers and Parent-Teacher Associations con-

ducts exhibit in East Tennessee Division State Fair.

The home and educational department of the Tennessee State Fair and Exposition issued the following bulletin in the interest of the child, the young citizen:

Nashville, Tenn., Mrs. Eugene Crutcher, state president of Mothers' Congress and Parent-Teacher Association, through the generous action on the part of the home and educational department of the Tennessee State Fair and Exposition, is enabled to announce a child welfare department of the fair September 15-20. Two spacious booths have been assigned for the work of this department by the state fair management.

The interest of all associations affiliated with the Tennessee Congress of Mothers and Parent-Teacher Association is earnestly sought, as this is a state movement for child-welfare and educational advance.

A program is planned for each day of the fair. A playground will be equipped and there will be a story hour each day for the children. For the comfort of tired mothers a rest room and nursery will be in readiness and a maid in attendance.

Prizes will be awarded in the child-welfare department as listed in this letter and will be as follows:

Best plan for keeping up interest in our work—First prize, \$3; second prize, ribbon.

Best collection of flowers from home or school garden—First prize, \$2.50; second prize, \$2.

Best collection of vegetables from home or school garden—First prize, \$2.50; second prize, 2 dollars.

Registration—First prize, \$3; second prize, ribbon.

School lunches—First prize, \$3; second prize, ribbon.

CLASS 24—PARENT-TEACHER ASSOCIATION PRIZES

Class 24 is open to all Parent-Teacher Associations in Tennessee.

Lot	1st	2nd
926—Best report of past year's work (report to be sent to Mrs. George Oldham, 507 E. Scott Ave., Knoxville, Tennessee, by Sept. 30, 1919) . . .	\$5.00	\$3.00
927—Best per cent. of attendance of paid members registering in Woman's Bldg. at Fair . . .	5.00	3.00
928—Best original demonstration in Kindergarten work. (Prize to be given to Association represented)	5.00	3.00
929—Best School Lunch (to be judged according to food value and appearance of package)	5.00	3.00
930—Best plan by which money has		

been raised for Association (to be sent to Mrs. Oldham by Sept. 30, 1919)

931—Best plan to create interest in Association (to be sent to Mrs. Oldham of Sept. 30, 1919)	5.00	3.00
932—Largest number of subscriptions to CHILD-WELFARE MAGAZINE (subscriptions to be taken until last day of Fair)	5.00	3.00
933—Best list of playground equipment furnished at school ground	5.00	3.00
934—Best list of books in school library furnished by Association	5.00	3.00

CHILD-WELFARE DEMONSTRATION

The child-welfare demonstration is a scientific movement to insure better babies and a better race.

It consists of entering, examining and furnishing certificates of examination to parents of children from six months to three years, according to a recognized standard as furnished by the Children's Bureau at Washington. Mere beauty does not count—physical development and mental qualities only, are to be considered. Prizes will not be awarded as this is strictly an educational examination, and not a contest.

1. Contest open to all babies between the ages of six months to three years.

2. Entry blanks will be mailed on request. Appointments for examination will be made in the order in which applications are received.

3. Appointments or applications for score cards to out-of-town contests will be made on request to the secretary of the Woman's Department.

4. All questions on blanks submitted to parents must be answered.

5. No child suffering from any acute, constitutional, or contagious disease may be entered. To prevent danger from contagion, all children will be examined by a physician or trained nurse before being admitted to the reception room.

6. Examinations will be held between the hours of 2-4 P. M. Tuesday, Wednesday, Thursday and Friday. Certificates of examination will be mailed not later than thirty days after the examination.

7. Children under six months or over thirty-six months of age are not eligible for examination.

CONVENIENCES

1. Every convenience will be offered for the care and examination of the babies. This department will be in charge of a chairman and a trained nurse.

To Farmers and their Wives

You study Scientific Farming and Domestic Science—

- To raise bigger and better crops,
- To improve your live stock,
- To produce richer milk,
- To have more money in the bank,
- To bake better bread.

Why not study Better Babies' Hygiene—

- To make your baby bigger and stronger?
- To raise the standard of health in your family?
- To reduce doctor bills?
- To have happier children in your home?

The War Camp Community League assisted in the playground department, of which Mrs. Alex Irvine is chairman.

WASHINGTON STATE

We have a whole day session with the Washington Education Association and also a Conference of State Committee members in October.

We are inaugurating outline programs with Loan Papers. Our new Loan Paper list will be very comprehensive in that the papers will be listed under different headings, such as "Psychology," "Discipline," "Literature," "Recreation," etc., and in this way the subject matter of a paper will be clear, whereas in the past one could hardly tell from the heading of a paper just what phase it dealt with. This will also enable a circle to select one subject, such as "Psychology" and study that for a year's work, procuring the papers under that head, which are arranged according to child age.

We think the most practical thing we have done the last year is to furnish uniform constitutions for our different types of organizations throughout the state, thereby unifying our work and efforts.

Another plan we are working out is a double postcard to be sent to the last secretary reported to the state, asking her to fill out and return at once the attached stamped postcard, on which there is space for such information as we need from each circle, such as names and addresses of officers, number of paid members in circle. These returned postals will be filed in a file prepared for them and will constitute the state mailing list. These should be sent out directly after the state convention in the spring, or rather the first of May, and the fact that all of our state circles will be holding their elections at the same time, according to the uniform constitutions, will bring our file up to date before the opening of the school year in Sept., *if they attend to them as they should.*

Mrs. H. L. Copeland, 127 Boyer Ave., Walla Walla is chairman of Child-Welfare Day.

This year our legislative committee is concentrating on a bill establishing a minimum wage for teachers in this state, also a bill to standardize the building of schools. This bill was introduced by our committee last Legis-

lature but we were too late in getting it in. I wish every state in the Union would work for such a bill. Some have it. Surely the dimensions of a school room, the amount of air space allowed each child, the width of the stairs, the drainage of school yards, their size, etc., the number of stories high buildings should be built are important matters for us to consider. Every school in this day should have an assembly hall, not only that Parent-Teacher meetings should be held in comfort but that the children may enjoy lectures with a degree of bodily comfort that will be conducive to mental receptivity. Rest rooms should be provided for teachers. I shall send you a copy of the bill we introduced.

WORK DONE IN LOCAL CIRCLES

As much of the work of improvement in buildings and equipment still falls on the patrons of the district, the Parent-Teacher circle in the rural and small town school is becoming more and more a factor for helpfulness and a means of carrying on its enterprises and activities as well as furnishing a moral support. Following are reports from some of the circles given at the State Convention.

During the past year, the circle at Spurgeon Creek not only maintained its hot lunch system, but in addition built a small kitchen for the school. This circle is also awake to the need of wider social activities for the country boy and girl and plans to make this a special feature during the coming year.

The Roslyn Circle, which is located in a mining district, confined most of its efforts to war work and to educational and charity work among its foreign population.

The Kopiah Circle with its 18 willing workers, not only did child-welfare work in the home and school but also carried its interest into the church by stimulating and adding to the Sunday-School attendance. Two sewing machines were bought for Red Cross work (these were later given to the two schools in the district), clothing was collected for foreign refugees, drinking fountains were installed in both schools, delegates' expenses were paid to the state convention and a nice sum is left to begin next year's work. This striving circle also provides conveyances to carry the entire school attendance to the Southwest Washington Fair for one day each year.

Lawrence Circle has 30 members this year. Hot lunches were served throughout the winter, with practically no expense, the materials being donated by the patrons of the school. A "Bee" was arranged and several needed improvements were made including a gravelled strip for parking autos. Dinner was served to the workers by the women. A Community Fair was held as well as many other social affairs including a lyceum course of four numbers. A feature of the winter's athletics was a "Mothers' Basket-

ball Game." All players were required to be over 35 years of age. The proceeds were used to help equip the gymnasium.

The Lewis and Clark Circle of Wenatchee contributed generally to the community social life during the past year. Pencil sharpeners and other equipment were supplied to the four rooms of the school. The circle plans to add an encyclopedia to its school library.

The Hays Circle of 19 members kept a hot lunch system operating, besides donating the supplies. First aid cabinets and supplies for school use will be installed next year. A successful get-together luncheon closed the year's work.

The main object of the Rolling Bay organization has been to help the school board to cancel the school debt. To raise money, a patriotic pageant was given; dinners and lectures were also arranged. The school supports a library of nearly 600 volumes for the use of its 97 pupils and its patrons. 125 new books will be added soon, donated by the Seattle library. This live circle plans community sings and dinners for the summer months.

The Deming Circle is a newly organized one and boasts 40 of its 125 adult population as members. Local talent and a discussion of topics of local interest have made up the greater part of the interesting programs. A free Traveling Library has been secured from the Washington State Traveling Library and arrangements have also been made to open the school building one night each week to accommodate the patrons of the district. This circle is doing good constructive work.

The Kennydale Parent-Teacher Association, the largest in the state, has 186 members; it began the year with but 14. A contest was inaugurated to create interest and secure members with the result that nearly the entire population was enrolled. A range has been installed for use in preparing the daily hot lunch and the community suppers. A lecture course was given, an assembly hall built and equipped with piano and chairs, and electric lights will be installed next.

Successful work has been done by officers of the Manette Parent-Teacher Association. Although there are but 24 members, lectures have been enjoyed, a "Father's" evening featured and a free lantern slide exhibition was given. 150 books have been secured as a nucleus for a good library. This circle expects to take up as a feature next year, film censorship. The state loan papers have been used quite extensively in making out the regular programs.

The Parent-Teacher Circle at Lacey has followed regular child-welfare work with good attendance. Evening programs have been given and the schoolhouse used as a community center. Arbor Day was observed by the planting of trees in memory of Lacey boys who gave their lives on the battlefields of France. A victrola

was presented to the school by the Parent-Teacher organization.

PRE-SCHOOL CIRCLES OF TACOMA

One of the most delightful affairs in the history of the Pre-School Circles of Tacoma, was the luncheon held recently for 60 young mothers, leaders in Pre-School Age Circles. The decorations carried out the Congress of Mothers colors, blue and gold. Blue hydrangeas, bachelor buttons and golden-glow were used effectively throughout the rooms, while the same flowers in low bowls, formed the centerpieces for the tables. Clever place cards bearing dainty blue-birds emphasized the program topic. Yellow canaries in cages decorated with blue tulle bows, twittered and sang during the afternoon.

Mrs. Elwell Hoyt, founder of the Pre-School movement, arranged the program, taking her theme from Maeterlink's "The Bluebird of Happiness." Her subject was "The Guest of the Bluebird." Mrs. J. C. Todd, junior past president of the State Congress of Mothers, spoke on "The Land of Memory." "The Kingdom of the Future" was presented by Mrs. M. M. Rosenberg, first vice-president of the State Congress of Mothers. Miss Rae Friars opened each subject with beautiful selections from Maeterlink's "Bluebird." Mrs. W. W. Pascoe, president of the Tacoma Council of Pre-School Circles closed the program with a most comprehensive talk on "Present-Day Possibilities." She summarized the entire program, making many helpful suggestions regarding the needs of young children.

Over sixty young mothers representing as many local pre-school age circles attended the luncheon.

A number of different organizations, both state and national, are interested in children's school garden work. The garden committee studied carefully the plans offered by these different organizations to see which seemed in every way most beneficial to the child and decided the plan offered by the National Bureau of Education to be the one, for the requirements are sufficiently general not to interfere with the local school program. There is no age limit, even children in the lowest grades can come in, and the plot limit is left to the local school supervisor.

Of course this movement is a great one from the production point of view and this point should not be lost sight of, and the children should also feel some responsibility for the food supply for the devastated countries; but the education of the child, our future citizen, is the most important point.

The Bureau of Education wants and needs the help of the Parent-Teacher Associations in this work. Mr. Chapman, regional director for Washington of the United School Garden Army, says he never could have accomplished as much

as he has without the help of the Parent-Teacher Association. The bureau offers free, garden literature, a service flag for every child, and also service bars for the shoulders. Each room with a club of ten or more has a captain and first and second lieutenants with appropriate insignia, which is received as soon as the enlistment is checked up. Your garden chairman wrote a letter to each Parent-Teacher circle in this

state urging them to have an active garden committee and suggesting that they accept this plan and the Bureau of Education was asked to send samples of the garden literature, etc., to each circle. It was also suggested that if any other organization had already made a successful start in their community, to be ready to assist them in every way possible.

Letters from Our Readers

c/o MONSIEUR DOR,
PLACE DE L'HÔTEL DE VILLE,
COMMERCEY, MEUSE,
July 21st.

Madam, Certainly you will excuse me for my taking the liberty of writing to you. I am encouraged in doing it, by the way American people have so splendidly and heartily given us assistance during the awful war; and, above all, by the way they still are helping us in the so important work of national restoration. Moreover, Madam, I know you are much interested in Children's Education. Through CHILD-WELFARE MAGAZINE which I happened to read and with a keen interest, I also learnt how well American Ladies understand the importance of education in childhood.

For all that, Madam, I have thought that perhaps it would not be in vain I should have recourse to you.

My Sister and I have been teaching children for years. We intend to have a school of our own (for boarders and day-girls), next October, at Commercey, not very far from St. Mihiel, where your brave soldiers did comport themselves so valiantly a year ago. But the school buildings have greatly suffered from the war, and want to be restored before being suitable for children. The places for young girls must above all be pleasant and gay. Don't you think so, Madam?

Unfortunately, my Sister and I, having no funds, cannot afford so high expense as it is necessary. Will you be so kind as to help us, Madam? I guess that many generous Friends of yours would be pleased of having a share in that good deed also. How thankful to you we should be Madam, if you would favorably listen to my request.

Believe me, Madam,

Yours truly,
M. MAIRE.

References:

Mademoiselle de Rancourt, Châlons of Marne,
Ancienne Directrice de Pensionnat,
Mademoiselle A. Crusson, Euville (Meuse),
Ancienne Directrice de Pensionnat,
Mademoiselle Maucourant, Strasbourg (Alsace),
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Monsieur Houssolot, Commercey,
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Monsieur Bedoy, Avize (Marne),
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Mayor.

CHILD-WELFARE MAGAZINE.

Dear Editors: I think if each President of Local Organizations would suggest to her Circle that CHILD-WELFARE MAGAZINE is the Official Organ of National Congress and Circles, and tell of the good news in magazine—also send names of members in, we could enlarge the enrollment by the hundreds. People, taking them as a whole, wait for some people to do the work for them. We expect to have a fifteen-minute review by one member each month, of the important news of every monthly MAGAZINE, thereby enlightening us of what the National and other local organizations are doing.

The following names are all members of the Washington Child-Welfare Circle. I have called them and asked if they would subscribe. I feel that as an organization we owe it to the MAGAZINE and National Congress of Mothers. We are undertaking this year to have other organizations join us in having district nurses and physicians inspect the health of school children in the schools and hope to carry it through in the near future.

Very sincerely,
MRS. A. A. PARSONS,
Washington, Penna.

National Congress of Mothers and Parent-Teacher Associations

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